

APPENDIX C – 4

Subcontract Reports and Outreach Database Reports

Access to Electronic Health Information for the Public

**“Health Information for Southern Nevadans:
Access to Electronic Health Information for the Public”**

OUTREACH DATABASE RECORD

SEC SOURCE ID [to be completed by NLM]

ID NUM [to be completed by NLM]

NLM PROG [to be completed by NLM]

NLM CONTACT [to be completed by NLM]

ACTIVITY TYPE: RML Subcontract

FUNDING TOTAL: \$36,036.00

STARTDATE: 00/02/01

ENDDATE: 01/07/31

INST NAME: Las Vegas Clark County Library District, West Charleston
Library

ADDRESS: 6301 West Charleston Blvd.

CITY: Las Vegas

STATE: NV

ZIP CODE: 89146

REGION: 7

CONGRESS DIST: 1st

COUNTY: Clark County

INST CONTACT: Florence Jakus

COLLABORATOR(S): Las Vegas Clark County Library District main and branch
libraries

INST TYPES: Public Library

TITLE: Health Information for Southern Nevadans: Access to Electronic Health Information for the Public

RML GENERAL OUTREACH ACTIVITIES:

PURPOSE: To enhance access by Clark County residents to health information.

OBJECTIVES:

1. To develop and enhance regional access to the LVCCLD Health Science webpage;
2. To develop presentations to train regional library staff on how to effectively identify, evaluate, and search health care related internet sites; and
3. To develop presentations to train Clark County residents and service organization providers to identify, evaluate, and search health information resources.

SETTING: Training was conducted in meeting rooms/microcomputer centers at public libraries, a rehabilitation bureau, a church, and a university extension training center. Exhibits were done at health fairs and library professional meetings.

FOCUS: Both public librarians (58) and the general public (111), which was mostly comprised of seniors, a targeted group, received training. Hispanic-American public library users were also targeted.

DESIGN: With reference to "Objectives," the main tasks were:

- Objective 1.1: Internet sites pertinent to consumer health information will be identified.
- Objective 1.2: The Health Science Library webpage will be redesigned to incorporate the internet sites identified for the project.
- Objective 2.1: Purchase laptop, software, and projector unit during first quarter of the project.
- Objective 2.2: Develop presentations to train library staff.
- Objective 2.3: Train library staff using presentations.
- Objective 3.1: Develop a curriculum to teach consumers how to effectively select, evaluate, and search for health information resources.
- Objective 3.2: Develop a curriculum to teach service organization providers how to effectively select, evaluate, and search health information resources to assist them with serving their clients.

PARTICIPANTS: General public at several different exhibits:

1. Nevada Beverage Company Health Fair (May 17, 2000)
 - 45 people
2. Clark County Health 2000 Health Fair (May 23-25, 2000)
 - 551 people
3. San Remo Casino and Resort Health Fair (Oct. 17, 2000)
 - 74 people
4. NCNMLG/NLGSCA
 - 50 people
5. Clark County 2001 Health & Wellness Fair (June 12-14, 2001)
 - 951 people

INTERVENTIONS:

1. Identified sites and scheduled training sessions
2. Promoted/Marketed the Consumer Health Connection webpage
3. Trained public librarians through workshops
4. Communicated with the project team of public librarians through e-mails
5. Developed Website

OUTCOME MEASURE: Evaluation of the project is an ongoing process and will take a variety of formats, which include:

1. Webpage counter
2. A comment section on the webpage
3. Development and administration of evaluation forms following presentation
4. Six-week follow-up evaluation, either by phone or letter, to determine information transfer
5. Observations by the investigators and library staff on how consumers are using website links

RESULTS:

The goal of the project was to train at least 80 out of the 196 library personnel, but this goal was not achieved. The 58 library staff members who were trained, however, were satisfied with the training. 30 public library users attended the monthly training sessions offered at the library. Another 81 people attended programs offered outside of the library for service organizations. Evaluations indicated that the people found the information useful and relevant to their needs. The comment section on the Consumer Health Connection webpage received 12 e-mails from October 2000-July 2001.

CONCLUSIONS: Both public and library staff have become more aware of the many resources available in West Charleston's Health Science Library collection. Trained library staff members are more aware of the health internet sites listed on the Consumer Health Connection webpage, as well as also being more comfortable in answering health questions from the public.

TRAINING SITES:

Clark County Library
1401 E. Flamingo Rd.
Las Vegas, NV 89119
Clark County, First Congressional District

Indian Springs Library
715 Gretta Lane
Indian Springs, NV 89018
Clark County, Second Congressional District

Moapa Valley Library
35 N. Moapa Valley Blvd.
Moapa, NV 89040
Clark County, Second Congressional District

Mount Charleston Library
1252 Aspen Ave.
Mt. Charleston, NV 89124
Clark County

Spring Valley Library
4280 S. Jones
Las Vegas, NV 89103
Clark County, First Congressional District

Sunrise Library
5400 Harris Ave.
Las Vegas, NV 89110
Clark County, First Congressional District

West Charleston Library
6301 W. Charleston Blvd.
Las Vegas, NV 89145
Clark County, First Congressional District

West Las Vegas Library
961 W. Lake Mead Blvd.
Las Vegas, NV 89106
Clark County, First Congressional District

Bureau of Vocational Rehabilitation
628 Belrose Street

Las Vegas, NV 89107
Clark County, First Congressional District

Holy Spirit Lutheran Church
6670 W. Cheyenne Avenue
Las Vegas, NV 89108
Clark County, First Congressional District

Nevada Library Association Annual Meeting
Reno, NV 89505
Washoe County, Second Congressional District

University of Nevada Cooperative Extension Training Center
2590 Lindell
Las Vegas, NV 89146
Clark County, First Congressional District

- FOLLOWUP:
1. Monthly presentations by West Charleston and Health Science Library staff in Internet health information resources for the public, including NLM's databases.
 2. Programs developed during the grant will be available through the District's webpage.
 3. An annual refresher course will be offered to new and existing staff to help them keep abreast of the fast changing field.
 4. The internet links on the webpage will be evaluated and updated on an ongoing basis to ensure accurate and relevant retrieval of health care information.
 5. A course will be offered to members of the Nevada Library Association.
 6. Quarterly programs will be offered to service organization providers.

ENTRY MONTH [to be completed by NLM]

LAST REV DATE [to be completed by NLM]

GENERAL NOTES

Q-PROMOTION/MARKETING

A bookmark (English and Spanish language) was developed and distributed widely at exhibits and workshops, to public libraries, in Southern Nevada, and to other service organizations. Involvement of the Public Relations Department of the Las Vegas Clark County Library District resulted in increased attendance at workshops.

Q-TRAINING ISSUES

Fewer public library staff members and members of the public attended training sessions than was expected. This was due to scheduling of these sessions at what turned out to be inconvenient time and locations. Scheduling was adjusted to address

this. Training approach was modified based on participant feedback. Participants valued the hands-on component of the training.

Q-EQUIPMENT/TELECOMMUNICATIONS

Ordering computer equipment and projectors was a process prolonged by Library District policies and procedures.

Q-PERSONNEL/STAFFING

No significant problems encountered.

Q-BARRIERS

Lack of publicity resulted in fewer participants at training sessions than hoped for.

Q-RECOMMENDATIONS

1. Work more closely with the Library District Public Relations department in promoting training opportunities.
2. Provide outreach to seniors in their neighborhood libraries.
3. Approach employees, unions, etc., to encourage linking to the Consumer Health Connection website and offer workshops and places of business to reach workers in the 20-40 age group.

Q-IMPACT

The public and library staff are more aware of the health information resources made accessible through this project. Public library staff are more skilled and comfortable in assisting the public in finding answers to health questions. Training and promotion will continue. Project resources and products developed will be put on a CD-ROM and distributed to Nevada public libraries.

**HEALTH INFORMATION RESOURCES FOR SOUTHERN NEVADANS: ACCESS TO
ELECTRONIC HEALTH INFORMATION FOR THE PUBLIC**

FINAL REPORT

FEBRUARY 1, 2000 – JULY 31, 2001

LAS VEGAS-CLARK COUNTY LIBRARY DISTRICT
WEST CHARLESTON LIBRARY
6301 W. CHARLESTON BLVD.
LAS VEGAS, NV. 89146

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July 31, 2001

(Continued from the May 1, 2001-July 31, 2001 Quarterly Report, Part I)

II. DETAILED LIST OF SITES WHERE TRAINING WAS DONE

Clark County Library
1401 E. Flamingo Rd.
Las Vegas, NV 89119
Clark County. First Congressional District

Indian Springs Library
715 Gretta Lane
Indian Springs, NV 89018
Clark County. Second Congressional District

Moapa Valley Library
35 N. Moapa Valley Blvd
Moapa, NV 89040
Clark County. Second Congressional District

Mount Charleston Library
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III. DESCRIPTION OF TRAINING SITES

The majority of the training sites were located in libraries that are part of the Las Vegas-Clark County Library District. Several of these libraries have Microcomputer Centers that allowed for hand-on training during the sessions. The libraries without a Microcomputer Center have meeting room space that allowed the trainer to present the information using a combination of a PowerPoint presentation and Internet access to selected web sites. After the presentations, people are able to participate in a hands-on practice session at the public workstations. The format for the presentations outside of the Library District varied in format depending on the facilities available. Most of the facilities did not have Internet access, so the format was a PowerPoint presentation, with handout materials to the participants so they could go to the Internet sites and explore them at a later time.

IV. TARGET AUDIENCE

The target audiences for this project included both public librarians and the general public. Fifty-eight (58) public librarians and 111 public library users were trained. The majority of the people in the public library user category were seniors, which was one of target groups identified. Our other target audience was Spanish-speaking public library users. Since none of the project team spoke Spanish fluently it was decided to work with public librarians in the District that speak Spanish or those that have a high Spanish speaking population at their libraries. In June, the Las Vegas Library staff started offering

an Internet class in Spanish to the general public. This hands-on class is offered on a monthly basis and provides information on various Internet sites that are available on the District's website. The Spanish language health Internet bookmark was developed by the project team and has been distributed to libraries and at health fairs to the Spanish-speaking population in Clark County.

V. LIST OF EXHIBITS CONNECTED WITH PROJECT

Nevada Beverage Company Health Fair.
May 17, 2000

Forty-five people stopped by the Las Vegas-Clark County Library District table during this one-day event. An ongoing PowerPoint presentation was available at the table for people to view. The over all impression was that people found the handout material informative and some asked questions about various services offered in the Library District. Contacts were made with people at the Health District and with the local Safe Kids coalition.

Clark County 2000 Health Fair. 500 S. Grand Central Parkway, Las Vegas, NV. 89155.
May 23-25, 2000.

A total of 551 people visited the Las Vegas-Clark County Library table during the three days of the Fair. An ongoing PowerPoint presentation was available at the table that highlighted health Internet sites. People stopping at the table were interested in learning more about the Internet sites and the various services and resources available from the Library District. Contacts were made with people at several other public agencies that were attending the Health & Wellness Fair.

San Remo Casino and Resort Health Fair. 115 E. Tropicana Avenue, Las Vegas, NV 89119. October 17, 2000

This one-day health fair was well organized by the Hotel. A total of seventy-four people stopped at the table for information about the Library District. The majority of the employees spoke Spanish. The project team made recommendations to the Library District regarding the need for materials about the District's services. As a result of this health fair, a Spanish language bookmark was developed listing health Internet sites.

NCNMLG/NLGSCA Miyako Hotel, San Francisco, CA.

A Poster Session was presented at the joint meeting for these library groups. Fifty people stopped by the display. The majority of the participants were librarians from either hospital or academic medical libraries. They were interested in seeing what consumer health projects were being done at the public library level.

Clark County 2001 Health & Wellness Fair. 500 S. Grand Central Parkway, Las Vegas, NV. June 12-14, 2001.

A total of 951 people stopped at the Library District table. Each person received a bag with information about the Consumer Health Connection web page, the District's Virtual Library, and other publications about programs in the Library District. The new Outreach Librarians for the Library District assisted in staffing the table. Several contacts were

made with various community organizations. The contacts made by the Outreach Librarians will assist them with future partnerships in the community.

VI WEB SITE DEVELOPMENT

The Consumer Health Connection web page is an integral part of the Las Vegas-Clark County Library District website. In April 2000, the Library District formed a committee of Librarians to design a new website for the Library District. Project team members participated in the committee. During this same period of time, developed a logo, designed the web page, selected health Internet sites to evaluate and place on the Consumer Health Connection web page. The committee for evaluating the Internet sites for the District developed a selection criterion. The District's web page was available to the public in October 2000.

Members of the West Charleston Library's Health Science staff will be responsible for the future development and maintenance of the Consumer Health Connection web page. Current Internet sites will be reviewed on a regular basis to ensure they continue to meet the needs of the community. New websites will be evaluated for addition to the web page. A member of the project team is on the Web Steering Committee and is coordinator of the special collections section of the District's website.

The Consumer Health Connection web page has made a positive impact. It is a resource page for public librarians to refer to when answering health questions. Project members have led the District in identifying and placing Internet sites on the web page for Spanish-speaking library users. They have selected a medical topic for each month, linked to selected Internet sites and coordinated it with book displays.

VII PARTNERSHIPS

Partnerships with other library districts in the southern Nevada area have been strengthened by introducing public librarians to specialized health Internet sites that will assist them in serving their patrons. The development of the Spanish language websites handout has been very helpful to library districts that serve this target audience.

Working partnerships are being developed with University Medical Center, American Medical Laboratories, Family-to-Family Connection, Clinics on Wheels and other local organizations.

Challenges in forming partnerships include the time commitment needed to contact and follow-up with individuals within the various organizations. The needs of some of the organizations have dictated that we refer our Outreach Librarians to follow-up with them. An example of this is the Family-to-Family Connection, a local organization that provides an early intervention program for families and infants. The District's Outreach Librarian is working with members of this group to integrate library services and programs with their program.

Long-term partnerships take time to develop and require continued nourishing to maintain a balanced relationship between the organizations involved in the partnership. This project allowed the project team to start developing relationships with other organizations and there are plans to continue these as more outreach opportunities arise in the community.

VIII APPROACHES AND INTERVENTIONS USED

A. Identifying sites and scheduling sessions

The Las Vegas-Clark County Library District has twenty-six branches and all of the Libraries have meeting rooms and five have Microcomputer Centers. When we trained the library personnel our first choice was scheduling time in a library with a microcomputer center in order to provide hands-on participation during the training. The programs offered to the general public were taught at the West Charleston Library. Although there is no microcomputer center at this branch library, there is meeting room space and public workstations where people could explore the Health Internet sites following the program. For several large groups we arranged to go directly to their workplace and presented the program. Scheduling of the training sessions was based on these factors - the availability of a Microcomputer Center, the library personnel's schedules, and the schedules of the project trainers. Although the Microcomputer Center offered an ideal setting for direct hands-on training, it was difficult for library personnel to attend due to staff scheduling at their branches. As a result after the first several sessions in a Microcomputer Center, it was decided to go out to the branch libraries themselves. The project members coordinated with the Administrator of the branches and selected times that would accommodate the greatest number of staff. This worked very well and is the method that will be continued with in the future.

The scheduling of Consumer Health Connection Workshops for the public has been more difficult. The project members offered training on a Saturday morning and an evening session in the middle of the week. Since space was limited, pre-registration was required. Although people pre-registered and were called with a reminder a few days before, the attendance was low. It was decided to drop the Saturday morning workshop and change

the days and times the program was offered. The project team discussed various marketing methods that could be utilized to increase attendance at the monthly workshops. Project members contacted local organizations to schedule meetings at their places of business. These meetings were scheduled at time that was convenient for the organizations.

B. Promotion/Marketing

To promote the Consumer Health Connection web page a logo was developed that was utilized on promotional material that was developed for the project. The best method of promotion was the bookmark format that highlighted the Consumer Health Connection web page and other selected health Internet sites. The bookmarks in English and Spanish were handed out at all workshops and exhibits. They were also distributed (in quantity) to all branch libraries and surrounding library districts in southern Nevada. The project team provided information to the Public Relations Director of the Library District for promotion of the project. And promotion of the project and the web page was done by direct mailings to libraries and approximately fifty other service organizations in southern Nevada on a regular basis.

C. Training

The initial survey among public librarians found that a very small number of people were aware of MEDLINE*plus*. The purpose of the project was to inform them of MEDLINE*plus* and other health Internet sites that would assist them in serving their patrons. A PowerPoint program was developed and presented to library personnel. After the initial program, some changes were made based on the input from the library staff we trained.

Initially the project team was also going to instruct public librarians on how to search PubMed, but most of the librarians did not feel comfortable enough searching this specialized database. During the training session, library staff was informed of the resources and services available at West Charleston's Health Science Library and provided guidelines on when to refer patrons.

Another module emphasizing the Consumer Health Connection web page, with emphasis on MEDLINE*plus*, was developed to provide training to the public. The presentation has undergone slight changes based on input from the public. The hands-on aspect of training for library staff and the public was very valuable to the participants.

D. Personnel/Staffing

The project team consisted of four librarians who were originally located at the West Charleston Library. Soon after receiving the funding for the project, Ms. Zehnder transferred to Support Services/Cataloging at the main library. Towards the end of the project, Ms. Pfeil accepted a newly created Outreach position for the Young People and was relocated to another library. With the moving of two project members, and their new

responsibilities it became more difficult to schedule meetings and training sessions that they could participate in on a regular basis. Much of the groups' communication was conducted by e-mail.

The project included funding for a part-time Library Assistant III position at twenty-four hours per week. Following discussions with the West Charleston Administrator and the Assistant Director of Public Services for the Library District, it was decided to increase the hours of three Library Assistant III personnel at the West Charleston Library. The three personnel were located in Reference, Young People, and Health Science Departments. By utilizing current personnel, already in the departments, time for hiring and training was reduced. Instead of the twenty-four hours per week, fifteen hours per week was used for staffing from the grant. This gave each person an additional five hours per week, for a total of twenty-nine per week. Twenty-nine hours per week was the maximum hours part-time personnel can work in the Library District.

E. Web Site Development

Project members worked together to select highly rated health Internet sites from listings in professional publications for inclusion on the web page. Emphasis was placed on locating local and regional web sites to make the web page relevant to the Las Vegas/Clark County community. A logo was developed to use on promotional materials, and a graphic plan was developed for how the web page would look. Project members also participated in the Library District's committee that was to develop the new website for the District.

IX. Project Evaluation Results

Evaluation of the project was an ongoing activity and several methods were used. The main methods used were evaluation forms following the training, observation, and informal follow-up with library personnel six-weeks following the training, and a comment section on the web page.

The goal of the project was to train at least 80 out of the 196 library personnel. We did not achieve this goal. A total of 58 library staff was trained during the project. The evaluation forms showed that those attending the training sessions were extremely satisfied with the training. They indicated that they learned about new health Internet sites that they were not aware of before the training. A random sampling of fifteen library personnel, six weeks after the training found that many of them continued to use the health Internet sites and referred library users to those sites.

Thirty public library users attended the monthly training sessions offered at the library. Another eighty-one people attended programs offered outside of the library for service organizations. Evaluations indicated that the people found the information useful and relevant to their needs. The project members had projected that seventy-five people would attend the training sessions offered in the library but the actual number was much lower

than expected. Several interventions were used to increase attendance this included changing the days offered and working with the public relations director of the Library District. When trying to follow-up with the public following the training, it was difficult to contact them, so no telephone follow-up interviews were done with this group.

The project also indicated that they would present information to service organizations to teach them how to effectively select, evaluate and search health information resources. The project members did three presentations, with eighty-one people attending the programs. Most of people were not aware of the Library District's Consumer Health Connection web page or MEDLINE*plus*. Their evaluations indicated that the information was very helpful and they were very or extremely satisfied with the training program.

The comment section on the Consumer Health Connection web page, received twelve e-mails from October 2000 – July 2001. The majority were requests for information that the project director answered. Several made suggestions about sites for the web page that were reviewed and considered for adding to the site based on the selection criteria.

X. Problems or Barriers Encountered

A. Promotion/Marketing

Direct mailing was done to approximately fifty service organizations in Las Vegas and to surrounding library districts on a regular basis. Internal mailings were sent to the branch libraries. The problem encountered was publicity about the project to the general public. Information was routed to the Public Relations Director of the Library District on a regular basis. The policy of the Library District is to have publicity go to the Public Relations Director. This created a bottleneck and there was a lack of promotion in the general media about the project.

B. Training

The project team over estimated the number of people that would attend the training sessions for library staff and the public. The major barrier encounter in scheduling for library staff training was the fact they also had to continue staffing the public service areas during open library hours. The Intervention Section of the report discussed approaches we decided to use. The Continuation Plans will discuss future plans for training library staff and options that will be considered for public training.

C. Equipment/Telecommunications

Ordering computer equipment and projectors involved working with the Information Technology Department of the Library District to ensure that the items met the specifications developed for equipment that would be purchased by the Library District. This took extra time to obtain the price quotes from vendors and to obtain the necessary signatures from Administration and Information Technology.

D. Personnel/Staffing

No major problems were encountered with staffing the departments while project members were doing training. There were some challenges in scheduling project members since two have been transferred to other positions.

E. Web Site Development

Due to the organization of the Library District's website, the Consumer Health Connection web page is three mouse clicks into the site this makes the url address longer and is more difficult for patrons to locate the web page. During the initial development of the Consumer Health Connection web page the project members had developed a graphic design on how the information would be presented. This design was not utilized on the final web page in order to have the web page conform to the District's web site.

XI. Continuation Plans

Various aspects of the project will be continued following the conclusion of the funding. Project members reviewed and evaluated what aspects correlated with the Library District's service responses in the strategic plan. Project activities that will be continued include training library staff, the Consumer Health Connection workshop for the public, outreach to the community by staffing exhibits, in-services for students, and the web page will be reviewed and updated on a regular basis. The service response areas in the strategic plan that the activities will meet are: Lifelong Learning, General Information, Formal Learning Support, Commons, and Cultural Awareness. West Charleston's Health Science Library staff will work with the Library District's Outreach Librarians, Staff Trainers, Virtual Library staff and other personnel, especially those doing programs for Spanish-speaking library users. The project team will also compile the resources and products developed onto a CD-ROM. These will be distributed to public libraries in Nevada, so the materials may be shared.

XII. Impact

Both public and library staff have become more aware of the many resources available in West Charleston's Health Science Library collection. Trained library staff is more aware of the health Internet sites listed on the Consumer Health Connection web page. They are also more comfortable in answering health questions from the public. Slowly, the public is becoming aware of the many resources available on the Library District's web site and in their libraries. To extend outreach efforts to the community, the library staff will use the equipment purchased with the project funds.

XIII. Recommendations for Improvement

The lack of publicity was the single most important failure for the project. Print media alone does not reach a sufficient number of people. Working more closely with the District's Public Relations department to formulate messages for radio and television public announcements is essential. The second recommendation would be to provide outreach to seniors in their neighborhood libraries. Offering the Consumer Health Connection workshops in familiar surrounding in combination with publicity should increase attendance. Third, one group that was missing from our workshops was working people, those in the twenty to forty age range. Approaching employers, unions, and local associations to provide a link from their web page to the Consumer Health Connection would serve this group well. In addition to attending health fairs at these locations, staff could work with businesses to provide workshops.

XIV. Follow-up Questions

Were your original project goals and objectives met?

Yes, a web site was developed, but the number people we planned on training was not achieved. Training is discussed in the sections VIII and X.

What significant lessons were learned which would be of interest or use to others conducting outreach projects? Which strategies were the most effective in implementing the project?

Significant lessons learned during this project include (1) delegate to other members of the project team, (2) include and work with other library staff members, (3) marketing and promotion of program are essential. The most effective strategies in implementing the project include (1) the support of library administration, (2) scheduling regular meetings with the project members, and (3) learning what skills and resources other library staff can offer. An example of this is utilizing library staff that is fluent in Spanish to present workshops.

If you were to start all over again, what, if anything, would you change about your goals, project plans, etc?

The goals would remain the same, but we would change how certain aspects of the project were implemented. Instead of dividing the personnel staff budget among three people within the West Charleston Library, we would have hired one twenty-four per week person, with computer skills to work with the project team. In order to understand the District's budget categories, we would work more closely with the financial personnel. We also found that the cost of computer equipment was lower than originally estimated, at the end of the project period, we were able to purchase additional equipment that will be

utilize by library staff in future outreach training. Better and more effective evaluation of the project would have been implemented; this was a weak area in the current project.

What advice or recommendations would you give to anyone considering a similar outreach effort?

Apply for funding and do it! It is a lot of work and there are many challenges, but you learn so much. It provides you with new skills in both the technology and administration areas that will assist you in future projects.

**HEALTH INFORMATION RESOURCES FOR SOUTHERN NEVADANS:
ACCESS TO ELECTRONIC HEALTH INFORMATION FOR THE PUBLIC
QUARTERLY REPORT**

MAY 1, 2001 – JULY 31, 2001

Part I

LAS VEGAS-CLARK COUNTY LIBRARY DISTRICT
WEST CHARLESTON LIBRARY
6301 W. CHARLESTON BLVD.
LAS VEGAS, NV 89146

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July 31, 2001

Introduction

I. Description of Progress Toward the Project's Major Objectives

A. Administrative/Planning Activities

Project members reviewed and evaluated the status of the project for the final report. Decisions were made as to how to continue the project and how it correlates with the Library District's strategic plans. Angela Pfeil attended the American Library Association Conference in June. Due to the advance time required for proposing poster sessions and programs at this national meeting we did not present this year. Consumer health issues were not a topic covered in the programs at ALA. It was decided that the project team would consider doing a program at a future ALA meeting. Upcoming programs and events scheduled for this quarter were reviewed to ensure staffing was available to cover the public service areas and also attend the scheduled events.

The budget was reviewed and decision made on how to utilize the remaining funds to maximize the effectiveness of the program in the future. It was decided to purchase a CD Burner and an additional laptop with funds left in the equipment budget. With the purchase of a CD Burner, staff will be able to compile copies of the handouts and develop interactive tutorials on to a CD and distribute it to other public libraries in Nevada. The additional laptop will allow for greater outreach and provide additional flexibility in scheduling programming. Another printing of the English and Spanish language bookmarks listing health Internet sites will be ordered.

Project members are still working with American Medical Laboratories (formerly APL) to place information at each of their centers. Brochures holders will also be placed on the COW (Clinic on Wheel) buses in August when the organization moves to their new office.

In June, Zoe Stavri, of Arizona visited Las Vegas-Clark County Library to interview public library users on how they use the Internet for obtaining health information. She was able to interview people in both a rural and urban setting. Ms. Becky Lyon, Associate Director of Operating Services at the National Library of Medicine came with Ms. Stavri.

B. Publicity/Marketing Activities

Publicity and marketing activities were extended this quarter by working with the Public Relations Director of the Library District. Information about the Consumer Health Connection Workshops was placed in the View Section of the Review Journal Newspaper. Additionally, the public radio station, KNPR, made

announcements about the Workshop. This PR effort began in July and will continue in the future. The team saw an immediate impact on the number of people attending the Workshops that were announced in the newspaper and on the radio.

Brochure holders, with English and Spanish language health Internet sites, and information on the Library District's Virtual Library were distributed to sixteen of University Medical Center Quick Care and Primary Care Centers in July. Over fifty percent of these centers are located in areas with a high Spanish speaking population.

Spanish language bookmarks and the Health Hotlines, from the National Institutes of Health, were distributed to all libraries in the Las Vegas-Clark County Library District and surrounding library districts in southern Nevada.

C. Product/Resource Development

Another section has been developed and added to the Consumer Health Connection web page. The newest section compiles Spanish language websites on health topics.

It is located at: www.lvccld.org/special_collections/medical/sitios_de_salud.htm

This section will also be linked to the new Spanish section of the web page the Library District is in the process of developing.

An ongoing resource developed by Health Science Library staff last quarter was a calendar listing health related topics on a monthly basis. Corresponding Internet links on the topics were identified for posting on the Consumer Health Connection web page. This resource coordinates with the West Charleston Library's monthly book display on the topics. The appendix provides a list of the calendar and the selected topics. In October, the selected topic is Dental Health and the Library District will be hosting "Images in Dentistry", a traveling display on the history of dentistry from the University of Texas, San Antonio.

The final product that will be developed is a CD-ROM that will compile the materials and programs the team has developed during the project. Project members decided this would be the best method for distributing information about the project resources to other public libraries in Nevada. The majority of the libraries located in Nevada are in rural areas. By sharing the resources developed with funding from this project, the other libraries will be better able to serve the health related needs of their library users.

D. Site Visits/Training/Demonstration Sessions/Presentation

Consumer Health Connection workshops were scheduled on a monthly basis this quarter, with an attendance of seven (7) people. These programs provided a presentation and an opportunity for hands-on exploration of various Internet sites that had been introduced.

Two additional workshops were scheduled at other locations. The first was a PowerPoint presentation for a senior church group with twenty-two (22) people. The second, as part of Health Fair held at the Spring Valley Library. Five (5) People attended this hands-on session.

E. Exhibits

An exhibit was displayed at Clark County's Annual Health and Wellness Fair on June 12-14. Project members and the Library District's Outreach Librarian staffed the table. Over nine hundred people were provided information about Consumer Health Connection and the Library District's other services and programs. The Outreach Librarian made contacts with several other agencies for future partnership opportunities.

II. Loansome Doc/Document Delivery Activities

No report this quarter.

III. Evaluation Activities

Surveys from participants attending the Consumer Health Connection workshops were positive. The hands-on portion of the session was very helpful to people who attended workshops with this portion. Advertisement of the programs in the newspaper and on the radio was an effective method of outreach to non-library users.

The Virtual Library staff has basic information on the use of online databases the District subscribes to, but no statistics have been compiled of number of the users going to specific sections of the LVCCLD Internet site. Without this information, it is difficult to evaluate how frequently people are utilizing the Internet sites on the Consumer Health Connection web page. Project members will continue to work with the Virtual Library staff and the Information Technology Department to gather this type of information.

Problems/Corrective Actions

Lessons Learned/Significant Feedback

Overall attendance at the Consumer Health Connection Workshop continues to be low. The people attending the workshop are primarily seniors. In order to increase the attendance the project members have worked with the Public Relations Director. In July, information was on the public radio station and listed in the newspaper. The immediate impact was an increase in the number of non-library users that signed up for the workshop in July. This will be monitored to determine if this is an effective method of outreach.

Working with other departments and librarians in the Library District is essential to informing staff and patrons about the resources on the Consumer Health Connection web page. Project members continue to stay in contact with library staff and notify them of additions or changes on the Consumer Health Connection web page that will assist them in serving their users. They are also working with Library staff doing outreach to the community. An example of this is providing Spanish language health Internet bookmarks to the Las Vegas Library staff that teach a monthly Internet class to the Hispanic population at the downtown library.

V. Reporting Forms for Training/Demonstrations Sessions/Exhibit Reports

Reporting forms for staff trainings are located in the Appendix.

VI. Appendix

The following items are in the appendix:

- ✓ Reporting forms for staff training
- ✓ Calendar of monthly health topics for web page.

Web Calendar – Health Topics

MONTH/YEAR	TOPIC	OTHER INFORMATION
May 2001	Mental Health	Book/Video Display
June 2001	Children's Health	Book/Video Display
July 2001	Women's Health	Book/Video Display
August 2001	Men's Health	Book/Video Display
September 2001	Alternative Medicine	Book/Video Display
October 2001	Dental Health Month	Book/Video Display Images in Dentistry – Traveling Exhibit University of Texas, San Antonio
November 2001	American Diabetes Association Month	Book/Video Display
December 2001	HIV/AIDS	Book/Video/Pamphlet Display Coordinate with Programming Dept
January 2002	National Eye Care Month	Book/Video Display
February 2002	American Heart Association Month	Book/Video/Pamphlets Display Coordinate exhibit with AHA & Programming Dept
March 2002	National Nutrition Month	Book/Video Display Coordinate speaker/food demo with Programming Dept.
April 2002	Stress Awareness Month	Book/Video Display

Internet links to the listed topics will be posted on the Las Vegas/Clark County Library District website and on the Consumer Health Connection web page.

**“Developing a Neighborhood-Based PlaneTree Branch Library:
Access to Health Information for the Public”**

OUTREACH DATABASE RECORD

SEC SOURCE ID [to be completed by NLM]

ID NUM [to be completed by NLM]

NLM PROG [to be completed by NLM]

NLM CONTACT [to be completed by NLM]

ACTIVITY TYPE: RML Subcontract

FUNDING TOTAL: \$40,000.00

STARTDATE: 00/02/01

ENDDATE: 01/07/31

INST NAME: Planetree Health Resource Center

ADDRESS: 98 North 17th Street

CITY: San Jose

STATE: CA

ZIP CODE: 95112

REGION: 7

CONGRESS DIST: 16th

COUNTY: Santa Clara County

INST CONTACT: Candace Ford
(408) 977-4549

COLLABORATOR(S): San Jose Grail Development Corporation
P.O. Box 611466
San Jose, CA 95161

Gardner Family Health Network, Inc.

2400 Moorpark Ave., Suite #201
San Jose, CA 95128

INST TYPES: Community Organization (non-medical)
Community Health Organization (Health Library)
Corporation

TITLE: Developing a Neighborhood-Based PlaneTree Branch Library:
Access to Health Information for the Public

RML GENERAL OUTREACH ACTIVITIES:

PURPOSE: To develop a neighborhood-based Planetree satellite library that will focus on the health information needs of minority and low income families in East San Jose and of the health care professionals who provide medical services for them.

OBJECTIVES:

- Develop library at the Grail Community Resource Center
- Set up mechanisms to establish patron profiles, subject inquiries, referral sources, etc. based on documentation and tracking systems
- Train Gardner clinic staff and other health/social service providers associated with the Grail Community Resource Center

SETTING: Activities will take place at the microcomputer classroom and the library at the Grail Community Resource Center; at the PlaneTree Health Library in San Jose; and at the Community Learning Center, which provides free internet access.

FOCUS: Minority population—Hispanic American low income population

DESIGN:

- Build partnerships with those organizations collaborating on the project, as well as other organizations in the community.
- Provide training for satellite library staff, library patrons, and health care and social service professionals who serve this community.
- Develop web site of health information resources and of community information and referral resources.
- Promote awareness of the satellite collection and services offered to neighboring public libraries

PARTICIPANTS: 158 persons received internet training through either individual appointment, classes or tutorials. The majority of these

individuals are Latino (including mono-lingual Spanish speakers).

- INTERVENTIONS:
- Partnerships established
 - Satellite library developed
 - Library staff trained
 - Patrons trained
 - Health professionals trained
 - Website developed
 - Project promoted

OUTCOME MEASURE: Evaluation informal, employing interview techniques, anecdotal feedback from consumers, and repeat on referred patronage as ways to measure effectiveness of services.

RESULTS: Collection developed. Staff trained. Consumers trained. Service promoted. Website developed.

CONCLUSIONS: A solid partnership developed between collaborators on this project. Experience led to the establishment of another PlaneTree branch library. Addition to staff is very valuable to enhancing minority access to health information.

TRAINING SITES: Grail Community Resource Center
2003 E. San Antonio Street
San Jose, CA 95116
Santa Clara County, 5th Congressional District

PlaneTree Health Library
98 N. 19th Street
San Jose, CA 95112
Santa Clara County, 5th Congressional District

Community Learning Center
Santa Clara Valley Medical Center
751 South Bascom Avenue
San Jose, CA 95128
Santa Clara County, 4th Congressional District

FOLLOWUP: Website will be completed in Fall 2001; enhancements to site will be ongoing. Efforts to train health professionals working in this community will continue.

ENTRY MONTH [to be completed by NLM]

LAST REV DATE [to be completed by NLM]

GENERAL NOTES

Q-PROMOTION/MARKETING

These activities included verbal invitations to participate, signage, informal presentations at various meetings and services at the Grail site, and training and newsletter publicity at the PlaneTree main site.

Q-TRAINING ISSUES

Demonstrations, hands-on workshops and one-on-one instruction were offered in both English and Spanish to 158 participants at the Grail and main PlaneTree sites. These were well-received.

Q-EQUIPMENT/TELECOMMUNICATIONS

New equipment and high-speed access enhanced project efforts.

Q-PERSONNEL/STAFFING

This project has been plagued throughout by inadequate staffing. The “outreach librarian” position that was partially funded by the project, has been vacant since the second quarter, because of relocation of this librarian. This required the PlaneTree director to juggle other responsibilities to move the project forward. Until close to the end of the project, the job market in Silicon Valley decreased the availability of eligible candidates for open positions that required a unique set of skills for working with the targeted community.

Q-BARRIERS

Participation of health professionals from the Gardner Family Health Network was minimal because of environmental factors (Gardner reorganization and outside forces) that required the attention of Gardner administrators and of the medical director during this contract.

Q-RECOMMENDATIONS

“Overestimate” the time required to work through initial partnership goals and objectives with collaborators so a more realistic timeline can be followed.

Q-IMPACT

- The mission of PlaneTree was expanded to include minority and underserved populations
- This project led to another successfully funded project which established a branch library at the county hospital

- Increased Planetree's prominence and credibility as providers of health information in Spanish
- Guidelines and materials lists were developed that can be used by other consumer health libraries that want to expand services to underserved populations
- Training and access needs were enhanced by the newer technology made possible by the project

**Developing a Neighborhood-Based
PlaneTree Branch Library**

Access to Health Information for the Public
Subcontract to PSRML

PlaneTree Health Library
San Jose, California

Submitted by
Candace Ford, M.L.I.S.
PlaneTree Director
98 N. 17th Street
San Jose, CA 95112

408/977-4549 (voice)
408/294-2341 (fax)
planetree@ix.netcom.com

Project dates: February 1, 2000 – July 31, 2001

Submitted on July 31, 2001

ACCESS TO HEALTH INFORMATION FOR THE PUBLIC SUBCONTRACTS FINAL REPORT

I. Report of Activity During the Last Quarter of the Project.

This should be submitted as a separate quarterly report.
(Follow Quarterly Report Outline.)
(see other report)

II. Detailed List of Sites Where Training Was Done.

(Include the name of the institution, complete address with zip code, county and congressional district.)

- A. Grail Community Resource Center
2003 E. San Antonio Street
San Jose, CA 95116 Santa Clara County 5th congressional district
- B. PlaneTree Health Library
98 N. 19th Street
San Jose, CA 95112 Santa Clara County 5th congressional district
- C. Community Learning Center
Santa Clara Valley Medical Center
751 South Bascom Avenue
San Jose, CA 95128 Santa Clara County 4th congressional district

III. Description of Training Sites

(Brief narrative descriptions should include size/bed size if site is a hospital.)

- A. Grail Community Resource Center is part of the San Jose Grail Development Corporation (SJGDC). The agency has served the underserved, migrant, and poor neighborhoods of East San Jose through various community-based services for over 30 years. At the culmination of a capital campaign that included public/private partnerships and various sources of financing, SJGDC in 1999 offered affordable new townhouse homes to 35 first-time buyers. The neighborhood selection process included a lottery and intensive home ownership classes and mentoring. Also on the site of the new townhouse complex are a large day-care center and the community center which houses the PlaneTree branch library. The center is open to the public and serves many families and individuals through ESL classes, parenting classes, a family literacy program, introductory computer classes, two weekly women's supports groups, an after school program, etc.

- B. PlaneTree Health Library in San Jose is the second library site within the pioneering consumer health movement that originated in San Francisco in 1978. A national organization of community health libraries and hospitals with 35 affiliates, the headquarters are now in Derby, Connecticut. PlaneTree San Jose opened in 1989 and has four branch library sites, 3 of which focus on health information needs of the underserved, especially Spanish and Vietnamese speaking communities.
- C. (Though not a part of the NLM contract, our new branch at the county hospital opened three months ago and provides an additional site for online training for the public.) Santa Clara Valley Medical Center (VMC), founded in 1876, is the county hospital with 528 licensed beds. Its open door policy guarantees access to needed medical care, regardless of ability to pay. VMC, which opened its new state-of-the-art hospital in 1999, also provides sophisticated centers of national excellence including rehabilitation, trauma, burn center, and neonatal intensive care. Through a different partnership and with other funding, VMC became the site of the newest PlaneTree branch. This unique setting provides both specialized health library services as well as adult literacy services in donated space next door to the main outpatient clinic, adjacent to the new hospital building. This site was opened in the 6th quarter of the contract period and provides another setting for information services for the underserved, including free Internet access and training.

IV. Target Audience

- A. Please include the number and types of librarians trained, if applicable.
- B. Please note the racial/ethnic breakdown if your project focused on minority populations.

There are three major target audiences for this project:

- A. Hispanic community members, many of who are mono-lingual Spanish speakers served primarily at the Grail site.
- B. English-speaking consumers, many with experience in the Internet and other health-information seeking in general, served primarily at the PlaneTree main library site.
- C. Health care, social service, and other professionals, served both at the Grail and at PlaneTree.

In reporting specific Internet trainings by appointment or as part of a distinct class or tutorial, the number of persons trained at three sites is approximately 130. Of this total, the majority are Latino, including mono-lingual Spanish speakers. This total does not reflect the many more patrons who were offered spontaneous Internet/NLM databases awareness and in-depth sessions as part of general reference service.

V. List of Exhibits Connected with Project (If Applicable).

(If exhibits were included, please include the meeting name and location, estimate the number of contacts made or demonstrations given and general impressions of success.)

For this contract, “exhibits” is interpreted to mean samples of marketing collateral, outreach flyers, agency newsletters describing project, etc. A variety of these items are being faxed today, with hard copies to follow in the mail. The items include:

- PlaneTree newsletter (summer 2000) with major story about this contract
- Various bilingual flyers regarding the library services at the Grail
- “Finding answers to clinical questions using the Internet” for clinicians, created especially for the health care professionals within the Gardner Family Health Network, a third partner agency in this contract
- Summer Update 2001 promoting NLM databases and extending offer for individualized training to over 6,700 individuals and agencies on the PlaneTree San Jose mailing list

VI. Web Site Development (If Applicable)

A. Current status of web site

(Please note that the temporary URL is for the purpose of reporting about this contract. We ask that it not be widely publicized until it is finalized in about two months.)

In the final quarter, our long-held goal of creating a website tailored to the needs of the particular community served by the Grail Community Resource Center became a reality. The mono-lingual website at www.planetreesanjose.org/final/index.htm was recently piloted onsite at the Grail. Community members who gave valuable feedback after searching our new site included mono-lingual Spanish speaking middle age adults who recently completed a basic computer class series. Oralía Tercero, PlaneTree library assistant, translated discussions about the site and additional Internet training during the two-hour session.

After the launch, Marilyn Mercer, a bilingual recent M.L.I.S. graduate (and oncology nurse) incorporated some suggestions relating to content, ease of use, and design into the current phase of the site. We will be meeting with the PlaneTree webmaster to finalize design details and with the Grail professional staff, individual users, and other focus groups to obtain additional content requests. By the end of September, *PlaneTree en Espanol* will be featured on the homepage of the main PlaneTree website at www.planetreesanjose.org. Of course, we will note proper NLM credit for support of the project.

B. Plans for future maintenance

Just as the entire PlaneTree site is updated from time to time, with new content, special events, etc., our Spanish section will also be maintained. As our partnership with the Grail continues and our new branch at the county hospital develops, new elements such as a calendar of Spanish language health lectures found in throughout the community will be highlighted.

C. Impact

The tangibility of an extremely user-friendly, relevant website in the only language many people can read, write, or understand is a highlight of this project for both the PlaneTree/Grail staff and for our patrons and clients. There is indeed much information in Spanish on the Internet but getting access to much of it requires at least a basic knowledge of English. When we first provided translated training for a basic computer class and used MEDLINEplus among other sites, it was very clear that for those new to computers, new to the concept of the Internet, and not at all yet comfortable with English, frustration and discomfort were more common than access.

Another impact comes from this group of community members being asked for their assistance and input about the pilot site. They were keen to give specific suggestions on “look and feel” as well as word choice and content selection, leading to significant improvements in our prototype. Because the Grail technology center has another basic pc class starting soon, we will be able to get another group’s input before the “final” phase. Additional individuals involved with other PlaneTree and community education efforts are also being asked for feedback.

VII. Partnerships

Current status of partnerships

As the result of the efforts and successes of this contract, a multifaceted relationship between PlaneTree and the San Jose Grail Development Corporation has matured. Both agencies expect the partnership to continue to grow and we are seeking additional funding from other sources to maintain staff at the Grail’s health library and to bring tailored library services to the underserved residents in the Grail neighborhood, other East San Jose neighborhoods, and to other areas with similar needs.

New partners have developed around library services for Spanish-speaking populations during this contract time. Our new PlaneTree branch opened in May 2001 at the county hospital, funded in partnership with the literacy program of the county library system. A federal grant to the public library system and administered through the California State Library has created the “Community Learning Center” on the hospital campus where people can get access to health information via books, videos, and the Internet for health information and also receive assistance with reading and writing skills. Since the PlaneTree library assistant works at both branches,

there is strong resource sharing, problem solving, and creativity in reaching similar targeted users.

Our partnership with Gardner Family Health Network, an original partner agency for this project, has not matured as successfully at this time, for reasons addressed in B below.

Challenges encountered

Gardner's network of community-based clinics had entered a particularly challenging time as this contract was beginning. Many facets, including a growing population needing low cost health care, the constraints of managed care, unionization of their health care professionals, restructuring efforts, among other challenges, required the attention of their administrators and medical director. Representatives from PlaneTree, Gardner, and the Grail had already had numerous meetings previous to this NLM contract. Funded through an outside grant, the Grail satellite was established as a joint effort among Gardner, the Grail, and PlaneTree and a Gardner employee was trained and supervised by the PlaneTree director. The part time staff member later resigned and it was many months before PlaneTree found a new person to take on library assistant responsibilities under this NLM contract. Such was the enthusiasm for the health library by Gardner, however, that when they could no longer continue staff placement there, they transferred remaining funds from their outside grant to the Grail for continuation of health education activities there.

Gardner's reorganization and outside forces has also meant that the original goal of providing PubMed training and Loansome Doc services to their health care professionals has not yet come to fruition. Several times, PlaneTree librarians have been on the monthly provider meeting agenda to outline PubMed and other NLM databases and offer individualized training opportunities by appointment. But each time, more critical discussion items came up. In response to these challenges, we created the "Finding answers to clinical questions using the Internet, a clinicians guide," which the Gardner medical director has approved to be distributed to clinic staff members. We are hoping to receive requests for training through this vehicle and will also redouble our efforts at presenting at a staff meeting in the fall.

A separate issue faced during the NLM contract period was the often complementary yet sometimes differing priorities between the Grail and PlaneTree on how to best serve the targeted community, provide needed user documentation and profiles, and allocate space. Having only one sectionable large multi-purpose room used for library services, ESL classes, and other co-located agency services, takes creative and consistent boundary setting. Ongoing communication among the partners regarding use of space (noise, clean up, scheduling, etc.) is necessary and valuable for all concerned.

Lessons learned

The clear demonstration of the value of real information access for a population not accustomed to it is the most significant lesson in this project. Over and over, the comments, excitement, confidence of people new to the computer and Internet world, and inexperienced with formal information gathering, has validated both the funding and the work of this outreach. The non-

technical, more traditional services within the scope of this project must also be acknowledged. To introduce someone to the concept of an index in the back of a book, to make a place and process for a mother to read to her children aloud for the first time, to create a binder that organizes not only health care, but other human and social services in a user-friendly way for mono-lingual requests, to assist in facilitating a women's support group where health and family issues are shared and solid information and resources are offered--is to have a well rounded, ongoing information project for a community in need.

VIII. Approaches and Interventions Used - Describe the specific steps or activities used in the following areas:

A. Identifying sites and scheduling sessions

At the Grail site, identified as part of the initial contract, scheduling Internet health sessions occurred through the various computer classes offered there, through meetings of community members and health care professionals as an agenda item, and patron visits at the library, and via voicemail messages. Reminder phone calls or notes by mail were required to increase the chances that specific appointments were kept.

At the PlaneTree main site, identified as part of the initial contract, scheduling for our specific older adult training was handled by our half time administrative assistant. A brief questionnaire was sent out to determine computer level comfort, Internet experience, if any, etc. We also sent a follow up survey to gather informal evaluation.

B. Promotion /Marketing

At the Grail site, individualized online training sessions were offered along with general information about library services through many ways, including:

- Verbal invitations and signage as patrons visited the branch library
- Informal presentations at various of the Grail's other services including the women's groups, computer classes, and ESL classes
- Presentations as part of the "casa en casa" house meetings, hosted by different neighbors every few weeks to encourage discussion regarding political, safety, housing and other issues

At PlaneTree main site,

- The "Older Adult Internet Project" (offering customized, in-depth sessions by appointment) is part of the library orientation for every patron
- We also consistently offer to provide on-the-spot PubMed and MEDLINEplus training when patrons mention their frustration or uneasiness at finding and evaluating health information on the Internet
- PlaneTree newsletter recently offered individualized training to over 6,700 consumers, health care professionals, and agencies on our mailing list

C. Training

At the Grail site, when feasible, persons or groups were asked to name a few health topics of particular interest before their appointment time. This allowed the library assistant to find specific sites in Spanish (sometimes) before the session, to make the training more relevant and to increase the confidence of novice users.

At PlaneTree main site, we had a specific curriculum designed for persons “60 or better” who asked for individualized training. Variations on that theme are used for other age groups as well. In providing training for community members, adjustments to their needs, experience, and concerns is common.

B. Personnel/Staffing

At both sites, training was accomplished by medical librarians, library assistants, and experienced volunteer librarians.

C. Web Site Development (if applicable)

The evolution and use of our newly developed section of the PlaneTree website and description of a community class helping with its development is described in Section VI.

IX. Project Evaluation Results

A. How was project evaluated?

The project continues its evaluation in a less formal way than originally envisioned. Lack of personnel available for much of the project has meant that less time-consuming, more immediate methods be used to assess the effectiveness and the value of the project to our key constituents. These methods included ongoing meetings and discussions with our community partners in terms of the integration of library services with other services; anecdotal feedback from consumers, especially those very new to computer use and Internet access; e-mail to the Grail library assistant regarding specific trainings from her adult students; and the frequency with which persons who had received an online training session later brought friends or family members into the library later “show you what I know about the Internet.”

PlaneTree has also been involved with a new outcomes measurement online program called “Journey Mapping” (see www.outcome-engineering.com). As a community service of The Health Trust, which operates and partially funds the main PlaneTree library, we have joined other Trust programs and outside Trust grantee agencies in participating in the beta test for this new methodology and Internet-based software and documentation. Journey Mapping provides both a qualitative and quantitative approach in measuring effectiveness of services, rather than simple measurements of encounters. Approximately 100 health and human service agencies in several states are now part of the database. As ongoing evaluation of our contract project as well as our other core services, PlaneTree will be entering several

“journeys” from patrons at the Grail as a way to show what improved health information services for a sorely underserved population can mean to individuals and their families. This approach is particularly meaningful in community-based work with poor and minority constituents where empowerment and transformation may be more difficult to achieve but often are more meaningful to a sustained outcome and community building.

- B. What results were achieved based on the objectives of the project?
- a. A solid partnership between a long-established consumer health library and a long-established community-based agency has been developed. The two entities were not previously aware of each other’s existence and mutual goals previously. This partnership resulted specifically in numerous people being trained in online health resources; however, the lasting contribution is in continuation of health library services of all types for underserved populations (see continuation section XI).
 - b. Experience gained over the contract period made another PlaneTree branch library, located in a new arena at a county hospital, feasible and fundable.
 - c. A new PlaneTree staff member, a recent immigrant from Honduras with health education and computer background, has been mentored and trained in library services. She is now working at both Spanish-language branches and will continue to grow as a rich health information resource, particularly for Spanish speaking consumers.

X. Problems or Barriers Encountered

Promotion/Marketing

Both consumers and professionals alike are flooded with messages, materials, offers, etc. in hard copy, email, fax, flyer, and verbal formats. There are challenges in creating compelling messages to stand out from the rest. There is also concern that both consumers and professionals who have some knowledge of the Internet may feel that they already know what is necessary to search, and that they can find and evaluate what they need.

Training

After an appropriate library assistant staff member was identified and recruited, her training in providing library services, including Internet instruction, proceeded well. Separate training regarding information services that needed to be well integrated into the Grail’s other services was provided largely by the director of the Grail Community Resource Center. Some challenges around her understanding of the Grail’s multifaceted mission, providing adequate documentation, and following through on tasks arose. Subsequent meetings among the Grail and PlaneTree directors

and the library assistant resolved these issues and made for more well-rounded and effective performance.

PlaneTree also trained other Grail support staff, neighborhood promotores (community workers for the neighborhood improvement initiative) and Grail library volunteers. This required several sessions at both the Grail and the main PlaneTree library, as well as ongoing reinforcement.

The challenges of training individual patrons in how to use the library and the Internet has been summarized throughout previous reports and elsewhere in this one. One major challenge, the PlaneTree library director lacking sufficient Spanish language abilities to conduct an all-evening Internet session, was met by the excellent bilingual abilities of the Grail director and the PlaneTree library assistant.

Equipment/Telecommunications

Slower, older Internet access at PlaneTree has been challenging during this project. New equipment and DSL access on order will go a long way to addressing this concern. Even with DSL availability at the Grail, typical system glitches from time to time are always a reminder that technology can be fickle and unreliable. We used those instances as further instruction for the patrons as to what could go wrong, why, and that a certain amount of technical difficulties are not unexpected in any setting.

Personnel/Staffing

The biggest challenge to this project has been the availability of appropriate staffing. The “outreach librarian” part time professional position, partially funded by this contract, has been vacant since the beginning of the second quarter. The PlaneTree director has had to fill in more than was originally planned, which has required constant re-prioritizing of other responsibilities. The bilingual library assistant position at the Grail was also vacant for a few months during the project, requiring additional oversight from other PlaneTree staff and per diems.

The combination of the qualities and experience needed to act as truly effective community-based library personnel is not easily found. Also, until very recently, the job market in the general Silicon Valley area was extremely tight. Librarians were recruited from careers in hospitals, academic centers, and public library systems into Internet-based health companies.

Web Site Development (if applicable)

Again, there was significant lag time in identifying and hiring a person who could create “*PlaneTree en Espanol*.” Finding appropriate content and creating a user-friendly site for new computer users with unsophisticated experience regarding information organization was a challenge. We also had (ultimately solvable) problems getting up to speed on the web design software and publishing protocols.

XI. Continuation Plans

(Do you plan to continue the project, at any level? If so, please describe your continuation plans.)

The most significant and lasting part of this project is the foundation that has been created for continuation of relevant, targeted health information services to mono-lingual Spanish-speaking and other underserved populations. PlaneTree branch libraries at the Grail Community Center, Valley Medical Center, and Andrew Hill High School (a medical magnet program in East San Jose) will continue to have part time staff and core materials provided through other funding mechanisms currently in place and being sought. The director and staff at the main PlaneTree Health Library, established in San Jose in 1989, will continue to oversee the branch libraries, meet regularly with agency partners, actively participate in seeking new funding, and continue training of staff and volunteers at the branch locations.

XII. Impact

(Include information on the perceived and actual impact of the project on the library, institution, or consortium. This can include the effect of the project on the libraries image, increased utilization of the library, etc.)

The work of this contract has several major benefits:

- Expanded the mission of PlaneTree San Jose from serving primarily educated English speakers who can perform their own research at a comprehensive consumer library to serving many non-English speakers whose health information and health care needs are dramatically different.
- Demonstrated success of the project at the Grail Community Resource Center helped to secure federal funding through the California State Library to establish the new branch library at the county hospital that also provides adult literacy services in the same site.
- Increased our prominence and credibility as providers of health information in Spanish. Already, a consumer health publishing company has asked for a bid to culturally competent translation of one of the titles. With our committed bilingual staff and volunteers who have been trained during the course of this NLM project, we are better positioned to accept such potential contracts. In the long run, this will enable us to not only better serve our monolingual patrons but also develop new revenue generating services and products to support the PlaneTree library and branches.
- Enabled our staff to develop guidelines and material lists for other PlaneTree and consumer health libraries that want to expand services to underserved populations. Highlights of this contract work will be presented at the national PlaneTree conference in October.
- Provided DSL service and a new pc and printer, sorely needed to keep up with Internet training and access needs at the main PlaneTree library.

- Time permitting, the PlaneTree director plans to submit an article about these outreach efforts through the branch libraries to BMLA and other professional journals.

XIII. Recommendations for Improvement

(Include suggestions for alternative methods, training materials, promotional materials, etc.)

A major recommendation for improvement on contract work such as this is for grantees to “overestimate” the time required to work through initial partnership goals and objectives. Collaboration is the lifeblood of non-profit agencies, particularly those which strive to reach underserved communities. Establishing a health library within an existing site—in collaboration with other ongoing services and activities—does indeed maximize impact and utilization. However, the issues of co-located agency services can be complex, including supervision of staff (site supervisor vs. contract supervisor), appropriate use of shared space, conflicting data collection needs, definition of “access” for the consumer/patron, and dovetailing reports and other timeline constraints. There is tremendous upfront time, energy, and creativity required to bring a funded project from paper contract to daily service. To ensure success for such complex projects, a line item for “partnership consultation” may be useful so that if the partners get “stuck” there is funding available for outside assistance to get the collaboration back on track as quickly as possible.

Another major recommendation is not necessarily attainable. This project needed to have additional appropriate personnel available to carry out goals and objectives with less demands on the already over-committed project director. However, the job market does not necessarily reflect the needs of the underserved communities or the interest of library professionals in finding alternative settings and scenarios to expand information services. Also, the lack of Spanish-speaking health and information professionals even in such a diverse community as Santa Clara County should be addressed through active recruitment and training from larger state and national entities.

Perhaps this is the place to acknowledge the professional staff at PSRML who provided consistent enthusiasm, active dialog, and thoughtful, patient oversight to this project. Project officer Heidi Sandstrom is especially appreciated for her onsite visits, and for her support and understanding of the changes and challenges of truly community-based work that this project so well represents.

XIV. Responses to Follow-Up Questions (Attached)

(If answers to the Follow-Up Questions are contained elsewhere in your report, indicate where they are located.)

FOLLOW-UP QUESTIONS

- 1. Were your original project goals and objectives met? If not, why not?**

The main project goal of establishing a culturally relevant, multi-service health library in a community center which serves primarily Spanish speaking individuals and families from surrounding underserved neighborhoods was accomplished. This PlaneTree branch library includes traditional library materials in Spanish and English as well as an Internet-connected computer. Library services include reference, circulation, and online training for individuals and groups. Additional services include the bilingual library assistant's participation in or facilitation of several of the center's weekly programs including family literacy (a read aloud program for parents and young children), women's support groups, an after school program, computer classes in the technology center, and ESL classes.

Another main goal of teaching Internet skills for online searching and evaluation was also accomplished, as was the pilot of a specialized website, developed to meet the content and access needs of mono-lingual Spanish speakers who are just learning about computers and the Internet.

An additional goal was also reached. Based on the success and experiences during the earlier phases of the contract work, other funding was secured to establish a new branch library located in the county hospital.

The goal of providing Internet/PubMed training for the health care professionals of the Gardner Family Health Network has not yet been reached. Please see VII. Partnership section for details on why this goal is yet to be completed. Our intention is to continue outreach to the clinic providers, including Loansome Doc services during coming months. We have also provided training to non-Gardner health and human services professionals during this contract. We will continue to offer training and limited Loansome Doc services to several groups of nurses and social workers from other community agencies.

2. What significant lessons were learned which would be of interest or use to others conducting outreach projects? Which strategies were the most effective in implementing the project?

(Lessons learned are also covered in previous sections, including VII. Partnership section and XIII. Recommendations for Improvement section.)

Effective strategies for promotion of library services to our targeted population required new outreach methods and settings. These included flyers and presentations at churches and religious bookstores, flu shot clinics, neighborhood senior centers and community centers, "casa en casa" house meetings as part of the neighborhood improvement initiative, etc.

Regarding scheduled trainings and weekly library programs, attendance required constant, regular reminders through phone calls, personalized flyers (see Reading Program exhibit of the child's flyer to post at home on the refrigerator), mailings, and e-mail for those community members who had attended computer classes.

Regarding making community members feel more comfortable with library services, we found that introducing and integrating information sessions with other center activities produced some of our strongest successes. Future outreach project staff should be encouraged to try

anything to promote library and information services. Remember to ask for ideas and assistance from those patrons who have shown enthusiasm for what the library can provide in the way of help and health for their families.

3. If you were to start all over again, what, if anything, would you change about your goals, project plans, etc.?

- Take care to establish realistic goals, especially those that require active participation and follow through from other partner agencies that may develop their own barriers for completing agreed upon objectives during various phases of the contract period.
- Assume complexities and difficulties in establishing effective agreements regarding shared space, staffing, and changing priorities. (see XIII. for more details). Build in plenty of time and energy for partnership meetings and exploration of elements not foreseen.

4. What advice or recommendations would you give to anyone considering a similar outreach effort?

Given the reading and understanding of previous quarterly reports and this final report regarding the challenges and changes that often happen during a contract period, our advice is to “go for it!” Though very challenging at times and always time-consuming to develop and implement, outreach efforts which are meaningful and tangible—especially the type that builds in credible continuation potential—do indeed feed librarians’ spirits and also make real the concept of true access.

Developing a Neighborhood-Based PlaneTree Branch Library

Access to Health Information for the Public

6th quarterly report to PSRML
Developing a Neighborhood-Based
PlaneTree Branch Library

Submitted by
Candace Ford, M.L.I.S.
PlaneTree Health Library
San Jose, California

(5415-G-AB745 00)

Please note: this final quarterly report is in brief, since the accompanying final contract report is simultaneously submitted and includes narrative regarding the pilot website and new PlaneTree health library branch (separately funded) which is also targeted to underserved communities.

I. Description of progress toward project's major goals

Training consumers—including monolingual Spanish speakers to use the Internet

At the Grail branch library this quarter, 24 persons (of the total 3-month patronage of 270) were interested in having assistance to look up health and medical information on the Internet as well as through books, pamphlets, and videos. These “technology awareness” sessions are separate from scheduled, individualized more lengthy sessions. 17 individuals received the more in-depth training at the Grail.

Launch of our newly developed website for Spanish speakers

There was a series of meetings late in the quarter with the newly contracted librarian, Marilyn Mercer, the PlaneTree library assistant, and Grail director and technology center coordinator, to put on fast track the long-held goal of developing a Spanish website. The website design took into consideration the previous training sessions at the Grail when monolingual Spanish speaking patrons were frustrated at their lack of English skills when looking for health information on the Internet. Time after time, site after site, there was indeed good information on the Internet in Espanol but it required at least basic English to get down several layers to the Spanish links.

In terms of content for the website, Marilyn was provided with a list of 20 most common health topics noted in the daily log book at the Grail library. We also wanted to exclude commercial sites and include some basic explanation in Spanish regarding how to evaluate health information on the web. After considerable online research, and website design and testing, www.planetreesanjose.org/final/index.htm was launched in July at a special class for Grail clients who had just finished a five week introductory computer class.

The launch and subsequent 2.5 hour discussion was led by PlaneTree director Candace Ford, with assistance from librarian Marilyn and technology coordinator Mark Riddle. The evening was translated back and forth from English to Spanish to English by Oralia Tercero. In general, the nine Grail community members were very excited to see topics of their concern immediately accessible in their language. They also had some suggestions as to other topics, arrangement of topic headings, and the website design in terms of menu lists, etc.

Please note that this very new website is still under construction. Marilyn will be incorporating additional changes and suggestions from this group of users and others, and we will then re-test the site with additional individuals and at least two more focus groups at the Grail. By the end of September we intend to have PlaneTree en espanol prominently featured on the main PlaneTree website, with the proper credit statement for NLM.

Training consumers also continued as usual at PlaneTree main library with 12 people receiving in-depth individualized sessions on the NLM databases and other government sites. We anticipate that requests for such session will jump dramatically. We just mailed out our summer update with an offer to schedule one-on-one trainings to over 6,700 individuals, health care professionals, and agencies (see PlaneTalk summer update as an exhibit for the final contract report). This new phase of service, developed through this contract, will include Loansome Doc and interlibrary loan services to individuals and health care professionals.

The PlaneTree staff was especially busy this quarter not only at the Grail branch but at the new branch library located in donated space at the county hospital. Through a different partnership with the county library system's adult literacy program and with other funding sources, this branch opened May 16 in a high traffic area of the hospital. To date, 663 people have browsed the health collection in 3 languages (including 214 who attended two open houses) or researched a particular health issue. PlaneTree library assistant Oralía Tercero is on staff there half time and a reading specialist from the library system also staffs half time. Small learn-to-read classes are held during non-public hours on site, as well as individualized literacy training. One of the issues that has already emerged from our work there is that of literacy in Spanish. We have had several requests from people who enjoy the videos, but cannot read or write in the native language.

Internet instruction in both English and Spanish is also offered at the hospital site and will be more formally developed over the next few months. In October, a once-a-month pharmacy counseling service will begin onsite, promoted through the PlaneTree main library and branches as well as to hospital outpatients and families.

PlaneTree staff and supporters is grateful for the opportunity to work with the staff of the RML during this contract period. New services developed and implemented through the 18 months of this NLM contract will continue as staffing and resources permits. Please see final report for additional details.

#

“Hawaii Partnership for Medline Training”

OUTREACH DATABASE RECORD

SEC SOURCE ID [to be completed by NLM]

ID NUM [to be completed by NLM]

NLM PROG [to be completed by NLM]

NLM CONTACT [to be completed by NLM]

ACTIVITY TYPE: RML Subcontract

FUNDING TOTAL: \$33,040.00

STARTDATE: 000501

ENDDATE: 010731

INST NAME: Consumer Health Information Service (CHIS),
Hawaii Medical Library (HML)

ADDRESS: 1221 Punchbowl Street

CITY: Honolulu

STATE: HI

ZIP CODE: 96813

REGION: 07

CONGRESS DIST: 1, 2

COUNTY: Honolulu, Hawaii, Maui, Kauai

INST CONTACT: John Breinich, Executive Director
(808)536-9302 ext.106

COLLABORATOR(S): N/A

INST TYPES: Medical Library
Public Library

TITLE: Hawaii Partnership for Medline Training

RML GENERAL OUTREACH ACTIVITIES

PURPOSE

The purpose of this project is to provide MEDLINE*plus*/PubMed training workshops for the general public and selected community organizations and to purchase computers for installation at public libraries, which will be designated for health research.

OBJECTIVES

1. Conduct 26 MEDLINE*plus*/PubMed workshops on Oahu, Hawaii, Maui, Kauai, and Molokai.
2. Teach the participants the skills necessary to search and navigate MEDLINE*plus* and PubMed.
3. Provide the Hawaii State Public Library System with search guides for the two databases.
4. Provide computers for selected libraries.

SETTING

Meeting rooms/libraries with projection screen and internet station availability.

FOCUS

General Public
HIV/AIDS
Native Hawaiian
Seniors

DESIGN

CHIS will design all handouts and power point presentations. Workshops will include pre- and post-surveys, power point presentations on MEDLINE*plus* and PubMed, evaluation, and a hands-on session if desired.

CHIS will publicize the workshops held at HML, and work with the Hawaii State Public Library System and other community organizations to publicize and set up additional workshops.

CHIS will also work with HSPLS to determine which branch libraries will receive the computers.

CHIS will conduct a follow-up survey.

PARTICIPANTS

The target population was the general public with some special interest groups.

INTERVENTIONS

The workshops were set-up and publicized.

The necessary presentations and handouts were developed.

A workshop consisted of a pre-survey, power point presentation, hands-on practice if

desired, post-survey, and evaluation.

A follow-up survey was mailed to those who indicated they would not mind being contacted.

OUTCOME MEASURE

Pre- and post-survey – The same questions were asked of the participants before and then after the presentation. This measured the amount of learning achieved during the course of the workshop.

Evaluations – Evaluations were used to measure the satisfaction of the participants for the workshop.

follow-up Surveys – Follow-up surveys were used to evaluate the long-term effectiveness of the workshop and skills taught.

RESULTS

An average of the results of the pre-and post-surveys showed positive learning for all of the questions.

Averages of the evaluation statistics showed an excellent response to the workshops. Roughly half of those who responded to the follow-up survey have used one or both databases since attending the workshop. Those who had not used the databases, for the most part, indicated that they would be willing to do so in the future.

CONCLUSIONS

We learned that the participants appreciated being able to ask questions throughout the presentation.

An effective strategy is to teach groups with similar skill levels, as opposed to groups with a mix of skill levels.

The workshops are very valuable because it teaches consumers the skills to search for health information in these authoritative databases.

TRAINING SITES

Hawaii Medical Library
1221 Punchbowl Street
Honolulu, HI 96813

Hilo Public Library
300 Waianuenue Avenue
Hilo, HI 96720

Thelma Parker Public Library
67-1209 Mamalahoa Hwy.
Kamuela, HI 96743-8429

Kailua-Kona Public Library
75-138 Hualalai Road

Kailua-Kona, HI 96740

Kahului Public Library
90 School Street
Kahului, HI 96732

Lihue Public Library
4344 Hardy Street
Lihue, HI 96766

Molokai Public Library
Ala Malama
Kaunakakai, HI 96748

HLA 2000 Annual Conference
Kauai Sheraton
2440 Hoonani Road
Poipu Beach, Koloa, HI 96756

Hawaii Kai Public Library (East Oahu)
249 Lunalilo Home Road
Honolulu, HI 96825

Pearl City Public Library (West Oahu)
1138 Waimano Home Road
Pearl City, HI 96782

Honolulu Community College
874 Dillingham Blvd.
Honolulu, HI 96817

Alu Like
567 S. King St. Suite 400
Honolulu, HI 96813

Kapiolani Medical Center
1319 Punahou Street
Honolulu, Hawaii 96826

FOLLOWUP

follow-up Surveys – Follow-up surveys were used to evaluate the long-term effectiveness of the workshop and skills taught. Roughly half of those who responded to the follow-up survey have used one or both databases since attending the workshop. Those who had not used the databases, for the most part, indicated that they would be willing to do so in the future.

ENTRY MONTH [to be completed by NLM]

LAST REV DATE [to be completed by NLM]

GENERAL NOTES

Q-PROMOTION/MARKETING

CHIS designed flyers for distribution to all HSPLS libraries, community organizations, health care providers, and previous CHIS members and customers. A press release was faxed by CHIS about the sessions to major radio stations, television news stations, and newspapers.

Q-TRAINING ISSUES

In terms of the training sessions themselves, there were no real barriers.

Q-EQUIPMENT/TELECOMMUNICATIONS

Initially, CHIS planned on taking the 3 laptop-LAN and on using CHIS' Internet service provider for the hands-on portion of the workshop. However, during the first presentation (Hilo Public Library), we found it too heavy to hand-carry the LAN and also we encountered problems using our ISP. So for subsequent workshops, arrangements were made to use the public library's Internet public computers for the hands-on session.

Q-PERSONNEL/STAFFING

There were no personnel/staffing problems.

Q-BARRIERS

There were no other barriers.

Q-RECOMMENDATIONS

It would be easier to teach groups with similar skill levels, as opposed to groups with a mix of skill levels.

Workshop size can also be increased since there was on the average, few participants who stayed for the hands-on portion.

Q-IMPACT

The main impact of this project has been the introduction of MEDLINE^{plus} and PubMed to people who have either never heard of these databases before or who have heard of them but not been able to use them effectively.

The impact of this project has an additional benefit. Just as we are making people aware of the existence and value of MEDLINE*plus* and PubMed, by doing this, a larger number of people are now aware of our service.

Due to the popularity of the workshops, CHIS plans to hold one MEDLINE*plus*/PubMed workshop a month, beginning August 2001, in the HML conference room.

Project Name: HAWAII PARTNERSHIP FOR MEDLINE TRAINING

Access To Health Information for the Public Subcontract

Institution: CONSUMER HEALTH INFORMATION SERVICE (CHIS)
HAWAII MEDICAL LIBRARY (HML)

Location: HONOLULU, HI 96813

Contact: JOHN BREINICH, EXECUTIVE DIRECTOR
HAWAII MEDICAL LIBRARY
1221 PUNCHBOWL STREET
HONOLULU, HI 96813
PHONE: (808) 536-9302 EXT 106
FAX: (808) 524-6956
E-MAIL: breinich@hml.org

FINAL REPORT: May 1, 2000 – July 31, 2001

Date Submitted: July 30, 2001

I. Report of Activity During the Last Quarter of the Project

See attached report for reporting dates May 1, 2001 – July 31, 2001.

II. Detailed List of Sites Where Training Was Done

See attached Hawaii Partnerships for Medline Training Sessions.

In total, the objective was to conduct 26 training sessions. Ultimately, CHIS conducted 29.

Oahu

16 sessions

The original proposal included 6 sessions at Hawaii Medical Library, 2 outside of Honolulu, 2 for the Life Foundation (HIV/AIDS), 2 for senior groups, and 2 for Native Hawaiian groups, totaling 14 sessions.

- 7 Sessions for the general public conducted at Hawaii Medical Library. A session was added to the original six proposed because of the great response to the workshops.
- 2 One session held at the Hawaii Kai Public Library for the East Oahu population, and one session held at the Pearl City Public Library for the West Oahu population. These libraries were selected for their location and their facilities.
- 1 One session was conducted for the Life Foundation rather than the proposed two due to the limited response.
- 1 A special session was set up for a group of students from McKinley Community School for whom English is a second language. The instructor of the group had attended a prior session and felt that MEDLINE^{plus} was an excellent resource for the students to be aware of.
- 1 Rather than conduct two sessions of 15 participants for SeniorNet, CHIS conducted one with 32 participants. The classroom was large enough to accommodate the group, and the screen and projector provided allowed for satisfactory viewing by all participants.
- 3 Three sessions were held for Native Hawaiian community groups. One session was held primarily for the staff of Alu Like, a Native

Hawaiian organization, and the other two sessions were open to persons within Native Hawaiian organizations, as well as anyone within the Native Hawaiian community.

- 1 A special session was held for the Hawaii Chapter of the American Academy of Pediatrics. A member of the Chapter had attended an earlier session and felt that it was important for her colleagues to be aware of both databases, and if they were previously aware of them, the searching techniques we discussed were extremely useful.

Hawaii

6 sessions

Six sessions were proposed, and six sessions were conducted, two each at the Hilo Public Library, Thelma Parker Public Library, and Kailua-Kona Public Library.

Maui

2 sessions

Two sessions were proposed, and two sessions were conducted at the Kahului Public Library.

Kauai

3 sessions

2 sessions were proposed.

- 2 Two sessions were held at the Lihue Public Library.

- 1 CHIS presented *HI/HL: Health Information for Hawaii*, a description of this project, at the HLA 2000 Annual Conference.

Molokai

2 sessions

Two sessions were proposed, and two sessions were conducted.

III. Description of Training Sites

PUBLIC LIBRARIES

Hilo Public Library
Kailua-Kona Public Library
Molokai Public Library

A section of the main library area, large enough to seat the audience, was sectioned off for the workshop. The library provided a portable projection screen, and chairs were gathered together from the surrounding area. The CHIS laptop and projector were set up on one of the library's tables. The library's internet computers, located near the training area, were at our disposal.

Thelma Parker Public Library
Kahului Public Library
Lihue Public Library
Hawaii Kai Public Library
Pearl City Public Library

A conference/meeting room within the library was reserved for the workshop. A table near the projection screen was provided for the CHIS laptop and projector, and the medium-sized meeting rooms contained chairs and in some instances tables for the audience. The internet computers at each library were reserved for our use, but they were located elsewhere in the library.

HLA 2000 ANNUAL CONFERENCE

The Kauai Sheraton provided the medium-sized meeting room, projection screen, table, and chairs. This was an informational presentation, therefore, no internet computers were needed.

SENIORNET

SeniorNet reserved a Medium-sized classroom at Honolulu Community College. The room was set up with tables and chairs, and the projection screen and projector were provided by Honolulu Community College. This was an informational presentation, therefore, no internet computers were needed.

Alu Like

Alu Like arranged for CHIS to present in their computer lab, which was large enough to hold approximately 20 computers. The projection screen was present in the room, and CHIS was provided with a table for our laptop and projector. For the hands-on portion of the workshop, the participants were allowed to use the computers in the lab.

HAWAII MEDICAL LIBRARY

Hawaii Medical Library has a small conference room complete with a projection screen, tables and chairs to comfortably seat 20 people, and 5 computer stations.

IV. Target Audience

See attached Hawaii Partnerships for Medline Training Sessions for audience and number of participants for each site.

Workshop participants were mainly the public, but the general sessions included a mix of healthcare providers, librarians, library staff, and students.

There were also specialized sessions for special interest groups (HIV/AIDS, seniors, Native Hawaiians, English as a second language students, librarians, physicians). Some of these special interest group participants were educators (Native Hawaiians, librarians, physicians), and thus are in a position to take what they've learned and either present them to others or use the database searching skills/techniques to gather information for others.

CHIS estimated that each session would have an average of 15 participants, thus training about 390 people. Some sessions exceeded the average number and others fell short. The actual number of people trained is 354. (See attached Sign-Ups – Final Results).

V. List of Exhibits Connected with the Project

Not Applicable.

VI. Web Site Development

A. Current Status of Web Site

Two online tutorials were created in conjunction with these workshops, one for MEDLINE*plus* (<http://hml.org/CHIS/wsmplus.html>) and one for PubMed (<http://hml.org/CHIS/wspmed.html>). At present, both tutorials are linked to our CHIS web site on the Databases page (<http://hml.org/CHIS/datab.html>), to provide CHIS web page users with assistance when learning to search MEDLINE*plus* and PubMed.

B. Plans for Future Maintenance

The tutorials will be maintained and updated as needed. There had also been an announcement web page that had been created, listing the date, time, and location of the various workshops. Future workshops will also be advertised in a similar fashion.

C. Impact

Some consumers, for one reason or another, were unable to attend any of the sessions. Those who were already familiar with using the internet were surprised and pleased to hear that there were online tutorials for them to go through.

The PubMed tutorial provided by the National Library of Medicine is an excellent tool. The CHIS PubMed tutorial in comparison is extremely simplified, but it may be of more help to our users because it does follow the format and uses the same examples as our workshop.

VII. Partnerships

A. Current Status of Partnerships

Hawaii State Public Library System

This project has further strengthened the existing partnership with the Hawaii State Public Library System (HSPLS). HSPLS was extremely cooperative in assisting with setting up the training sessions to be held in one of the public library branches. The training sessions not only served to educate the library patrons, but the library staff also had a chance to sit in and learn about the databases or re-acquaint themselves with and update the knowledge they already had.

Each branch of HSPLS was mailed the search guides for MEDLINE*plus* and PubMed developed by CHIS for use and duplication. This makes it easier for the public library staff to introduce the databases to their patrons.

Also, HSPLS is extremely grateful for the 5 computers and printers presented to them through this project. The skills and resources taught through these workshops can only be used as long as the participants have internet access. These computers, designated as priority for health research use, will serve as access points for these participants.

Life Foundation, McKinley Community School

CHIS had previously worked with the Life Foundation (HIV/AIDS) in 1997, so this was a chance to reestablish contact with this group.

Students for whom English is a second language from the McKinley Community School, on occasion have had an informal introduction to CHIS and HML. This was the first opportunity for CHIS to formally work with this group.

SeniorNet, Native Hawaiian Community, Hawaii Chapter of the American Academy of Pediatrics

This was the first time that CHIS has had the opportunity to work with these groups. The information presented in the workshops was positively received by these groups, and CHIS hopes that in the future, there will be further collaboration.

B. Challenges Encountered

Partnership

In terms of partnership with HSPLS and the other groups, there were no real problems. They were all very receptive to the idea of having workshops to help educate their patrons and themselves.

Session Set-Up

In setting up the sessions, especially with HSPLS, we had to plan far ahead to make sure that the meeting rooms we wanted would be available on the dates and times that we wanted. With some of the other groups, at times it took a little maneuvering, but eventually, we were able to set up all the sessions.

Attendance

The greatest challenge was workshop attendance. Some sessions were full, but others, even with assistance from the different organizations in advertising the workshops, were poorly attended.

HSPLS

HSPLS assisted with advertising the workshops on all the islands. Some libraries had a smaller number of participants than others. For instance, the two sessions at Lihue Public Library drew only 3 participants in all, as opposed to the two sessions at Hilo Public Library, which had 33 in attendance.

Life Foundation

Originally, CHIS hoped to do two sessions for the Life Foundation at HML, but the response was low, and so decided on only one session. This workshop had been advertised to the members of the organization through their newsletter.

Native Hawaiian Community

One session was held for the staff of Alu Like in their computer lab, and this drew 15 participants. On the other hand, the two other sessions, held at HML, were advertised through Alu Like and Papa Ola Lokahi for anyone within the Native Hawaiian community, and the number of participants counting both sessions together was 8.

C. Lessons Learned

The major challenge was raising attendance within certain sessions.

Some of the public library sessions suffered from poor attendance. Those sessions were on the neighbor islands and in smaller communities. It is possible that when dealing with smaller communities, a special consideration should be made to determine the best time of day and/or day of the week during which the most people would be able to attend.

Two of the special interest groups, HIV/AIDS and Native Hawaiian community, also had poor attendance. There was one well-attended Native Hawaiian session, and the only difference was that it was held

within the Alu Like office building, in their computer lab. The others were all held in the HML conference room. The reason for this was that Life Foundation didn't have the facilities (such as the computers for hands-on use) and the other Native Hawaiian sessions were for anyone in the community and not those only affiliated with certain groups. Perhaps in the case of special interest groups, it is best to go to a gathering place familiar with the group even if it means cutting out a portion of the session. This may increase the number of participants.

VIII. Approaches and Interventions Used

A. Identifying Sites and Scheduling Sessions

CHIS planned to partner with HSPLS from the beginning and thus met with HSPLS representatives in April 2000. HSPLS agreed to identify the best workshop sites and dates for the Maui, Hawaii, Kauai, Molokai, and Oahu sites outside of Honolulu. They chose the sites based on the location, facility requirements, and community interest, and the dates were chosen based on the meeting room availability.

HSPLS selected the libraries to receive a computer and printer, giving priority to libraries on Hawaii, Maui, Kauai, and Molokai because of geographic isolation and distance from Oahu, and based on need. The recipient libraries are Hawaii State Library (Business, Science & Technology section), Kahului Branch (Maui), Lihue Branch (Kauai), Molokai, and Hilo Branch (Hawaii).

CHIS planned to do the Honolulu general public sessions at HML in order to utilize the conference room with the computers. Also, this would lead to greater visibility for HML and the CHIS collection. Scheduling was not a problem since it is part of the library's facilities. The scheduling was varied in terms of day of the week to accommodate those who may be able to make it only during the week or only on the weekend.

As for the special interest groups, several were identified and contacted to see if there was an interest, while others requested a workshop. If the group had a room in mind with the necessary equipment (computers, projection screen, etc.), CHIS had no problem conducting the workshop at the selected location. For those without a site in mind, CHIS offered the HML conference room. Scheduling was dependent on the group's needs.

B. Promoting/Marketing

CHIS designed flyers for distribution to all HSPLS libraries, community organizations, health care providers, and previous CHIS members and customers. CHIS also offered on an as needed basis, informational sessions about the project to HSPLS managers. A press release was faxed by CHIS about the sessions to major radio stations, television news stations, and newspapers. An overwhelming number of workshop inquiries and registrations resulted from the *Honolulu Advertiser* news story on January 24, 2001. The article was titled, "Two Online Medical Databases." An announcement was posted on the CHIS web site as well.

HSPLS provided media publicity, including radio stations and local newspapers, for the workshops hosted by the public libraries.

The special interest groups publicized the sessions to their members/community.

C. Training

The purpose of the training workshops was to give the participants skills and a systematic approach to searching MEDLINE*plus* and PubMed.

In order to train the public in using MEDLINE*plus* and PubMed, curriculum materials were developed and finalized by CHIS librarians Christine Sato, Tina Okamoto, and Marlene Cuenco. The materials consisted of:

1. MEDLINE*plus* and PubMed Pre-Survey
2. MEDLINE*plus* and PubMed Post-Survey
3. MEDLINE*plus* / PubMed Workshop Sign-in Sheet
4. Introduction to PubMed (search guide)
5. Introduction to MEDLINE*plus* (search guide)
6. MEDLINE*plus* and PubMed Workshop (presentation outline)
7. CHIS MEDLINE*plus* / PubMed Workshop Evaluation
8. Follow-Up Survey
9. Power Point presentation: MEDLINE*plus*
10. Power Point presentation: PubMed
11. Web tutorials:
MEDLINE*plus*: <http://hml.org/CHIS/wsmplus.html>
PubMed: <http://hml.org/CHIS/wspmed.html>

Before starting the presentation, the Pre-Survey was distributed and the participants were asked to answer to the best of their ability. The participants were also asked to sign-in, and we asked them if they would not mind being contacted at a later date for a follow-up.

We designed the curriculum at a basic level and with an assumption that participants have no prior knowledge of MEDLINE*plus* and PubMed. Our approach was very systematic and practical, i.e., pose a health question, then instruct on the search process to find the answer to the question. We covered searching by health topic, drug, doctor, author, and latest research.

In our Power Point delivery, we were conscious of vocabulary and technology. We kept technical jargon to a minimum. For consistency, ease of use, and to keep within the allotted 90 minute time frame, we decided on a canned presentation using pre-selected search examples and Internet screen shots. Questions posed by the audience that required online searches were done in a hands-on session using the site computers after the canned presentation. To assist the audience, we provided them with a MEDLINE*plus* and PubMed Workshop presentation outline on which they could follow along and take notes.

The Power Point presentations and the MEDLINE*plus* and PubMed Workshop outline were modified for the special groups (Life Foundation, Native Hawaiian Community, Hawaii Chapter of the American Academy of Pediatrics) in order to tailor the presentation to the group's particular interest.

The two search guides (*Introduction to PubMed* and *Introduction to MEDLINEplus*) were reviewed for reading level using the Smog Readability Formula. We asked the Queen's Medical Center's Health Education and Wellness Department to review our documents. They assessed *Introduction to PubMed* at a 9th grade reading level and *Introduction to MEDLINEplus* at a 11th grade reading level. Our goal had been a 7th grade reading level, but the search guides had many polysyllabic words that required usage as is. The search guides were distributed at the training workshops and to all 50 public library branches.

In our training, CHIS presented MEDLINE*plus* as the first step to accessing health information. The diverse list of links to factsheets and articles by professional/community organizations and government agencies provide consumers with a variety of literature. The pre-formulated searches provide novice searchers with quick access to relevant Medline citations. PubMed was presented as the second step to searching Medline if MEDLINE*plus* did not answer the consumer's health question. Instruction was confined to basic PubMed searching – use of AND, OR, NOT, truncation, use of limits (language, publication date, a specific author or journal title), and “related articles”. Instruction also covered Loansome Doc, printing and downloading.

Each session was taught by two CHIS Reference Librarians, and each session ran about 1.5 hours. The maximum number set for a class size was 15 participants to allow for hands-on training, where possible, to give them an opportunity to do a search and improve retention of learned skills. The workshops were presented in two parts. The first part was a Power Point presentation reviewing the two databases – how to use and search them. Following the overview, the second part was a hands-on session for those interested in practicing their new skills.

Before leaving, the participants were reminded that if they need any additional help with using the databases, they could call CHIS and a librarian would be able to assist them. Then they were asked to take the Post-Survey and fill out the Evaluation.

A Follow-Up Survey was mailed to those who had indicated that they were willing to be contacted. The survey measured the usage of the databases after having attended the workshop.

D. Personnel/Staffing

The workshop materials were produced by the CHIS Reference Librarians Christine Sato, Tina Okamoto, and Marlene Cuenco. The neighbor island workshops were conducted by Christine Sato, Tina Okamoto, and Marlene Cuenco, and the Oahu workshops were conducted by Christine Sato and Tina Okamoto.

E. Web Site Development

CHIS already has a consumer health web site (<http://hml.org/CHIS/>) with links to MEDLINE*plus* and PubMed, evaluated health information sites, and Hawaii health information resources. The web tutorials for MEDLINE*plus* (<http://hml.org/CHIS/wsmplus.html>) and PubMed (<http://hml.org/CHIS/wspmed.html>) were created and linked to from the CHIS web site.

The workshops were also publicized on the CHIS web site.

IX. Project Evaluation Results

A. How was the Project Evaluated?

PRE- AND POST-SURVEYS

The Pre- and Post-Surveys were used to measure the amount of learning achieved during the course of the workshop.

See attached Pre- and Post-Survey Final Results.

An average of the results of the Pre- and Post-Surveys showed positive learning for all of the questions. (percentage shows improvement between average on Pre-Survey and average on Post-Survey)

- Q1: What is MEDLINE*plus*? (5%)
- Q2: What is the MEDLINE*plus* URL or web address? (23%)
- Q3: Who is the creator of the MEDLINE*plus* web site? (22%)
- Q4: What kind of information would you most likely find on MEDLINE*plus*? (25%)
- Q5: The information found through MEDLINE*plus* is intended for (14%)
- Q6: You can search PubMed to find the following types of information (4%)
- Q7: PubMed is also referred to as (26%)
- Q8: To search PubMed for information about a disease (23%)
- Q9: To search for drug information, PubMed searches its database for (12%)
- Q10: To do an author search in PubMed (59%)

CHIS found that the Pre- and Post-Surveys were a good measure to determine if the participants understood the main points of the presentation, but were not absolutely accurate measures of learning, due to surveys not being consistently filled out and responses not always appearing to match the questions raised and discussed during the presentation.

EVALUATIONS

The Evaluations were used to measure the satisfaction of the participants for the workshop.

See attached Evaluations Final Results and Comments from the CHIS MEDLINE*plus*/PubMed Workshop Evaluation.

Averages of the workshop Evaluations statistics showed an excellent response.

- 92% felt the content of the MEDLINE*plus* portion was 'about right'.
- 94% felt the length of the MEDLINE*plus* portion was 'about right'.
- 95% felt the content of the PubMed portion was 'about right'.
- 92% felt the length of the PubMed portion was 'about right'.
- 100% found the workshop 'helpful' to 'very helpful'.
- 96% felt the pace of the presentation was 'about right'.
- 99% felt the handouts were 'helpful' to 'very helpful'.

99% felt the content was 'about right' to 'very well organized'.
99% felt the presenters were 'about right' to 'very well organized'.

FOLLOW-UP SURVEY

The Follow-Up Surveys were used to evaluate the long-term effectiveness of the workshop and the skills taught.

See attached Follow-Up Survey – Final Results.

We received back less than a third Follow-Up Surveys from all the participants who attended the workshops. The low number is partly due to not sending surveys to 45 participants (HLA 2000, Hawaii Chapter of the American Academy of Pediatrics), and there were some who indicated that they did not want to be contacted for any sort of follow-up.

The results show that roughly half of those who responded have used either one or both of the databases since they attended the workshop, 57% for MEDLINE*plus* and 45% for PubMed. This is encouraging news because it shows that they are using the knowledge and skills that they learned to answer their health-related questions. As for those who have not used the databases since the workshop, 84% indicated that they would use MEDLINE*plus* and 94% indicated they would use PubMed if needed in the future. This shows us that these participants may have not had either the opportunity or the need to use the databases as of yet, but they see the value of both MEDLINE*plus* and PubMed, and they view these databases as valuable resources of health information.

B. What Results Were Achieved Based on the Objectives of the Project

CHIS achieved the objectives of this project.

CHIS planned to do 26 training sessions and exceeded that goal by doing 29 sessions.

The targeted number of participants was 390, and CHIS was very close to that number, ultimately instructing 354. This is due to not having the maximum number of participants in each of the sessions.

CHIS held training sessions on the islands of Oahu (16), Hawaii (6), Maui (2), Kauai (3), and Molokai (2), as proposed. This allowed the CHIS librarians the opportunity to meet with and help those who are geographically unable to come to HML.

CHIS was able to partner with HSPLS, providing workshops, MEDLINE*plus* and PubMed Search Guides, and five computers and printers designated as priority for health research use.

CHIS held workshops for the proposed community groups (AIDS/HIV, seniors, Native Hawaiian) and in addition, for those that resulted from a workshop (English as a second language students, physicians, librarians).

After reviewing the evaluation results, the participants have learned the skills to navigate and search both MEDLINE^{plus} and PubMed, and view these as valuable resources. The participants are also aware of the CHIS service and that we are available to answer any questions they may have regarding the databases.

X. Problems or Barriers Encountered

A. Promotion/Marketing

The press releases that CHIS did for the sessions for the general public held at HML brought about a tremendous response, and each session had the maximum number (15), if not more, pre-registered.

The promoting done by HSPLS was also very effective, with a few exceptions. Those sessions were on the neighbor islands and in smaller communities. If this sort of situation is known prior to the visitation, a special consideration should be made to determine the best time of day and/or day of the week during which the most people would be able to attend.

The community organizations handled the promotion/marketing for their own members/population. The attendance results varied. It may have been more effective if CHIS had done more to supplement whatever marketing strategy the community organization implemented with additional flyers, etc.

B. Training

In terms of the training sessions themselves, there were no real barriers.

At one library (Hilo Public Library), the courtyard was used for the sessions, and sunlight made it difficult to see the screen.

C. Equipment/Telecommunications

Technology problems were minimal. Initially, CHIS planned on taking the 3 laptop-LAN and on using CHIS' Internet service provider for the hands-on portion of the workshop. However, during the first presentation (Hilo Public Library), we found it too heavy to hand-carry the LAN and also we encountered problems using our ISP. So for subsequent workshops, arrangements were made to use the public library's Internet public computers for the hands-on session. This worked out very well for both the

public library and CHIS. That is, the public libraries did not have their fax line tied up for our presentation and CHIS did not have to transport the LAN.

Workshop size was kept at roughly 15 participants for optimal viewing from a distance and to provide for individual hands-on experience.

D. Personnel/Staffing

There were no personnel/staffing problems.

E. Web Site Development

There were no web site development problems.

XI. Continuation Plans

Due to the popularity of the workshops, CHIS plans to hold one MEDLINE*plus*/PubMed workshop a month, beginning August 2001, in the HML conference room. There is a definite need for such a workshop. Even after the workshops were over, CHIS received phone inquiries about the databases and whether more workshops will be held in the future. The new workshop will follow the same format as those in this project.

The online MEDLINE*plus* and PubMed tutorials will be maintained.

CHIS has at every workshop, encouraged the participants to contact us if they have any questions and will continue to assist anyone who does call or come into the library.

XII. Impact

The main impact of this project has been the introduction of MEDLINE*plus* and PubMed to people who have either never heard of these databases before or who have heard of them but not been able to use them effectively. Both of these resources are extremely valuable, and as many people as possible should be made aware of them. Through this project, CHIS was able to visit the neighbor islands and introduce these databases to people whom we had previously been unable to interact one-on-one with. Those on the neighbor islands often have inadequate sources of printed health information and are unable to visit HML. The introduction of these databases open up so many more informational channels for these people. The addition of computers to libraries with limited computer resources in relation to their need, is also of tremendous aid to those seeking health information.

The impact of this project has an additional benefit. Just as we are making people aware of the existence and value of MEDLINE*plus* and PubMed, by doing this, a larger number of people are now aware of our service. CHIS, besides teaching consumers to

use online health databases, has many other services to aid the health information-seeking consumer, and the visibility accompanying this project is of great benefit.

XIII. RECOMMENDATIONS FOR IMPROVEMENT

Recommendations for attendance and promotion have already been discussed in previous sections.

XIV. RESPONSES TO FOLLOW-UP QUESTIONS

1. Were your original project goals and objectives met? If not, why not?

See section IX. Project Evaluation Results, B. What Results Were Achieved Based on the Objectives of the Project of this report.

2. What significant lessons were learned which would be of interest or use to others conducting outreach projects? Which strategies were the most effective in implementing the project?

The participants appreciated being able to ask questions throughout the presentation. This assisted them in the learning process. Therefore, when conducting similar workshops, is it a good idea to allow a lot of time for questions and clarification.

A more effective strategy in implementing this sort of project may be to separate those who are familiar with using the computers and the internet from those who do not. When setting up the workshop, we indicated that these sessions are for anyone, whether they use the internet or not. Some of our evaluation results indicated that participants felt the workshop content was 'too elementary' or 'too advanced'. This may have been a result of the mixed group. Having groups of similar skill levels or knowledgebase may allow for a better tailoring of the information presented.

3. If you were to start all over again, what, if anything, would you change about your goals, project plans, etc.?

Often, the number of people staying for the individual hands-on practice was very low, 2-3. The numbers seem directly related to those who either do not have a computer or do not know how to search the internet. If the meeting/conference room is of medium size with a large projection screen for optimal viewing and a good-quality projector, the number of participants could probably be increased to double the size, to accommodate as many participants as possible. It would be reasonable to expect that the number of people staying on for the second portion would increase proportionally, and this number would still be manageable.

It may be a good idea to have two different sessions, one for computer and internet novices and one for the advanced internet/database searcher. Both sessions would teach MEDLINE*plus* and PubMed, but adjustments could be made for levels of understanding.

CHIS proposed contacting specific community organizations (Life Foundation, Native Hawaiian) to offer these sessions, and although they were very receptive, the turnout at these sessions was small. On the other hand, there were other organizations with a very enthusiastic contact person (SeniorNet) or that specifically requested a session (McKinley Community School English as a second language, Hawaii Chapter of the American Academy of Pediatrics). These resulted in a much larger attendance. Learning from this, it would probably be a good idea to offer the sessions to many organizations and see which ones respond, as opposed to focusing on a few. The enthusiastic groups may come from an unexpected population.

4. What advice or recommendations would you give to anyone considering a similar outreach effort?

Refer to answers in #3 above.

Another thing which may be of great help is to conduct a needs assessment of the community. This will let you know whether the target population actually needs the service you will be offering. Also, if you are conducting workshops, a needs assessment may help you determine the best time and place to hold the workshop for the most response.

XV. Appendix

Data:

Training Sessions (September 2000 – May 2001)

Sign-Ups – Final Results (September 2000 – May 2001)

Pre- and Post-Survey – Final Results (September 2000 – May 2001)

Evaluations – Final Results (September 2000 – May 2001)

Comments from the CHIS MEDLINE*plus*/PubMed Workshop Evaluation (September 2000 – May 2001)

Follow-up Survey – Final Results (September 2000 – May 2001)

Project Name: HAWAII PARTNERSHIP FOR MEDLINE TRAINING

Institution: CONSUMER HEALTH INFORMATION SERVICE (CHIS)
HAWAII MEDICAL LIBRARY (HML)

Location: HONOLULU, HI 96813

Contact: JOHN BREINICH, EXECUTIVE DIRECTOR
HAWAII MEDICAL LIBRARY
1221 PUNCHBOWL STREET
HONOLULU, HI 96813
PHONE: (808) 536-9302 EXT 106
FAX: (808) 524-6956
E-MAIL: breinich@hml.org

Reporting Dates: MAY 1, 2001 – July 31, 2001 (Quarterly Report)

Date Submitted: July 30, 2001

HAWAII PARTNERSHIP FOR MEDLINE TRAINING

Introduction

CHIS completed the "Projected Activities for Next Quarter" as identified in last quarter's report:

CHIS was responsible for:

1. Teaching the remaining 4 workshops.
2. Conducting a follow-up (i.e., asking workshop attendees about their usage of MEDLINEplus and PubMed since the workshop)

HSPLS was responsible for:

1. Finalizing the purchase and installation of the 5 computers and printers.

I. Description of Progress toward the Project's Major Objectives

Training Workshops:

4 workshops were held between May 1 and July 31, 2001.

May 1 (Tues)	9am-10:30am Hawaii Medical Library / for Native Hawaiian community (2)
May 10 (Thurs)	9am-10:30am Hawaii Medical Library / for Native Hawaiian community (5)
May 17 (Thurs)	7pm-8:30pm Kapiolani Medical Center / Hawaii Chapter of the American Academy of Pediatrics (40)
May 19 (Sat)	9am-10:30am Hawaii Medical Library (14)

Total attendance at the 4 workshops: 61 (attendance at each session is noted above in ()).

CHIS instructors for all workshops were: Christine Sato and Tina Okamoto. For the general public presentations, there were no changes to the handouts and

Power Point presentation. Modifications were made to both the presentation and handouts for presentations given to the Native Hawaiian community and the Hawaii Chapter of the American Academy of Pediatrics. For the two Native Hawaiian community sessions, the search examples were modified to reflect the audience. The presentation for the Hawaii Chapter of the American Academy of Pediatrics was slightly modified, taking into consideration the different uses physicians would have for the databases, compared to the needs of consumers.

Workshop attendees for this quarter were the public and health professionals.

Participants gave overwhelming high ratings for workshop content, length, pace, and delivery. Once again, for the MEDLINE*plus* section, questions were mainly on how to locate physician information. In the PubMed section, there were a lot of questions about searching strategy and format, and in particular, many questions on accessing the full-text article.

Mail follow-ups:

40% (30 of the 75) of the people attending the workshops from April 2001 through May 2001 agreed to be contacted for follow-up. Since the workshop for the Hawaii Chapter of the American Academy of Pediatrics was a part of a general membership meeting, we did not have a sign-in sheet requesting name, address, permission to follow up, etc. This is the reason for such a low number of follow-ups.

47% (14 of the 30) responded to the Follow-up Survey. Survey results indicated:

Use of MEDLINE*plus* since the workshop:

1. 43% of those who responded have searched MEDLINE*plus* since the workshop.
2. 83% of those who have used MEDLINE*plus* said the information provided a satisfactory answer to their health question.
3. 50% of them also answered that the information was used to make a healthcare decision or lifestyle change.
4. Of those who had not had a chance to search MEDLINE*plus*, 100% answered they would search MEDLINE*plus* in the future.
5. There was one question on finding Naturopathic Doctors through MEDLINE*plus*.

Use of PubMed since the workshop:

1. 21% have searched PubMed since the workshop.
2. 67% of those who have used PubMed said the information provided a satisfactory answer to their health question.

3. Of those who had not had a chance to search PubMed, 100% answered they would search PubMed in the future.
4. There was one comment on the lack of full-text in PubMed.

Less than half of the respondents actually used one or both of the databases since the workshop. For the most part, they seemed pleased with the two databases. All those who had not used either MEDLINEplus or PubMed indicated that they would be willing to do so in the future if they have a health information need.

Some of those who responded indicated that they had not used the databases because they do not own computers. Others originally took the course to help and educate others, and they have not yet had the opportunity or need to do so.

Computer Purchases for HSPLS:

The five computers and five printers were received by the recipient libraries. There will be a plaque next to each computer acknowledging the donation from HML/CHIS contract and also signage designating the primary use of these computers for health searches.

Publicity:

The initial Honolulu Advertiser article in January 2001 continued to generate registrations for all public sessions.

The presentation for the Hawaii Chapter of the American Academy of Pediatrics was the result of a request by a physician who had attended one of our earlier sessions.

The sessions for the Native Hawaiian community were publicized by the Native Hawaiian group Papa Ola Lokahi.

II. Loansome Doc/Document Delivery Activities

Procedures to access full text articles generated many questions and discussion, especially about document delivery costs and other alternatives.

III. Evaluation Activities

The workshop for the Hawaii Chapter of the American Academy of Pediatrics was a part of a general membership meeting. Therefore, we did not require that the attendees fill out the pre-survey, post-survey, or the evaluation.

Evaluations for workshops other than the Hawaii Chapter of the American Academy of Pediatrics were completed by 94% of the audience.

100% of the respondents rated:

1. Workshop being 'helpful' to 'very helpful'
2. Handouts being 'helpful' to 'very helpful'
3. Content organization being 'about right' to 'very organized'
4. Presenter organization/preparation being 'about right' to 'very organized'

80%-100% ratings were given for:

1. MEDLINE*plus* content being 'about right'
2. PubMed content being 'about right'
3. Presentation pace being 'about right'
4. MEDLINE*plus* session length being 'about right'
5. PubMed session length being 'about right'

Those who were not satisfied with the session length rated it either 'too short' or 'too long'. Those who were not satisfied with the content rated it as 'too advanced' or 'too elementary'. Those who were not satisfied with overall session pace rated it 'too slow' or 'too fast'. Our observation is that those with already a familiarity with PubMed found both MEDLINE*plus* and PubMed too elementary and hence the pace too slow. From the questions asked in class, some of these participants were more interested in advanced searching instruction and in research. These questions came not from the public but from those in health care / research fields or students.

For those who rated the class as too advanced and too fast, these comments came most likely from the public without prior use of computers / Internet.

Overall, this quarter's Evaluation ratings were somewhat similar compared to last quarter's ratings.

The Pre-Survey was completed by 86% and Post-Surveys were completed by 89% of the participants.

Results showed positive learning for 9 of the 10 questions:

- Q1: What is MEDLINE*plus*?
- Q2: What is the MEDLINE*plus* URL or web address?
- Q3: Who is the creator of the MEDLINE*plus* web site?
- Q4: What kind of information would you most likely find on MEDLINE*plus*?
- Q5: The information found through MEDLINE*plus* is intended for
- Q7: PubMed is also referred to as
- Q8: To search PubMed for information about a disease
- Q9: To search for drug information, PubMed searches its database for

Q10: To do an author search in PubMed

Negative learning for 1 of the 10 questions:

Q6: You can search PubMed to find the following types of information

As previously reported, CHIS is finding that the Pre-Survey and Post-Survey are not accurate measures of learning due to a) surveys are not being consistently filled out, b) responses don't always appear to match the questions raised/discussions during the presentation. However, for consistency, CHIS will continue to require completion of both Pre-Survey and Post-Survey instruments.

IV. Problems/Corrective Actions / Lessons Learned/Significant Feedback

The number of people remaining for individual hands-on practice following the presentation is generally 2-3. The numbers seem directly related to those who either do not have a computer or do not know how to search the Internet.

The public workshops generated a lot of interest and were often full. The attendance at our special interest presentations varied by group. The sessions held for the Native Hawaiian community were small and mainly attended by educators (7) in the group, Papa Ola Lokahi. Holding the sessions elsewhere may have made a difference. The session for the Hawaii Chapter of the American Academy of Pediatrics was well attended (40), partly due to it being a portion of the general membership meeting.

V. Reporting Forms for Training/Demonstration Sessions and/or Exhibit Reports

See attached.

VI. Appendix

Data:

1. Signups (September 2000 – May 2001)
2. Pre-Post-Survey (September 2000 – May 2001)
3. Evaluation (September 2000 – May 2001)
4. Comments from the CHIS MEDLINEplus/PubMed Workshop Evaluation (September 2000 – May 2001)
5. Follow-up Survey (April 2001 – May 2001)

OUTREACH REPORTING FORM May 1 – July 31, 2001
(Reporting forms should be included with Quarterly Reports)

1. DATE OF ACTIVITY: May 1, 10, 17, 19, 2001			
2. TYPE OF ACTIVITY : <input type="checkbox"/> NLM SYSTEM SESSION <input type="checkbox"/> TECHNOLOGY AWARENESS <input checked="" type="checkbox"/> OTHER (PLEASE SPECIFY): "Hawaii Partnership for Medline Training" <input type="checkbox"/> OTHER INTERNET SESSION <input type="checkbox"/> TRAIN THE TRAINER			
3. ASSOCIATION/INSTITUTION SPONSORING ACTIVITY:		CHIS at Hawaii Medical Library	
4. ASSOCIATION/INSTITUTION CONDUCTING ACTIVITY:		CHIS at Hawaii Medical Library	
5. OTHER COLLABORATING (OR COOPERATING) INSTITUTION:		Hawaii State Public Library System (HSPLS)	
6. LOCATION WHERE ACTIVITY OCCURRED:			
A. CITY Honolulu		B. STATE HI	C. ZIP CODE 96813, 96826
D. COUNTY Honolulu		E. CONGRESSIONAL DISTRICT 1	
7. LENGTH OF ACTIVITY (HOURS): 1.5 hours each		8. HANDS ON PRACTICE <input checked="" type="checkbox"/> YES Yes <input type="checkbox"/> NO	
9. CEU <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO CME <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> NOT APPLICABLE Not Applicable.		10. SIGNIFICANT NUMBER OF MINORITIES PRESENT (>50%) <input checked="" type="checkbox"/> YES Yes <input type="checkbox"/> NO	
11. NUMBER OF PERSONS WHO ATTENDED: Total for May 1 – July 31, 2001 : 62			
CATEGORY	AFFILIATED	UNAFFILIATED¹	UNKNOWN
PHYSICIANS			42
ALLIED HEALTH PROFESSIONALS			2
CONSUMERS	DO NOT FILL IN	DO NOT FILL IN	17
OTHERS (PLEASE SPECIFY)			
TOTAL			62

12. NAME AND TELEPHONE NUMBER OF PERSON SUBMITTING FORM: Tina Okamoto, Consumer Health Librarian (808) 536-9302 x128

Sept-Nov 2000		Q: 1		Q: 2		Q: 3		Q: 4		Q: 5		Q: 6		Q: 7		Q: 8		Q: 9		Q: 10	
Site		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Hawaii: Hilo Pub Lib		100%	100%	69%	96%	79%	100%	76%	92%	97%	100%	100%	100%	72%	96%	66%	88%	100%	100%	28%	88%
Hawaii: TParker Pub Lib		100%	100%	86%	100%	86%	100%	43%	86%	86%	100%	86%	71%	86%	100%	43%	86%	100%	100%	29%	100%
Hawaii: Kailua-Kona Pub Lib		91%	100%	55%	93%	64%	100%	91%	100%	100%	100%	91%	93%	55%	80%	45%	67%	100%	100%	45%	87%
Maui: Kahului Pub Lib		100%	100%	20%	89%	85%	100%	80%	95%	85%	100%	90%	79%	80%	100%	60%	63%	95%	100%	35%	95%
Kauai: Lihue Pub Lib		100%	100%	67%	100%	67%	100%	33%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%
Kauai: HLA 2000	N/A																				
Molokai: Molokai Pub Lib		88%	100%	63%	100%	63%	100%	75%	88%	100%	100%	88%	100%	63%	75%	50%	88%	63%	100%	13%	63%
Jan-May 2001																					
Oahu:HML (1/13/01)		100%	100%	79%	100%	71%	100%	64%	100%	93%	100%	79%	92%	43%	92%	50%	100%	93%	100%	7%	92%
Oahu: HKai Pub Lib (1/25/01)		100%	100%	75%	63%	50%	100%	75%	75%	75%	100%	100%	75%	50%	100%	75%	88%	100%	100%	100%	100%
Oahu: HML (1/31/01)		100%	100%	73%	93%	100%	93%	73%	93%	82%	93%	91%	100%	73%	86%	100%	86%	91%	100%	9%	86%
Oahu: HML (2/20/01)		100%	100%	73%	87%	82%	93%	82%	100%	73%	100%	100%	87%	64%	87%	64%	87%	91%	100%	36%	93%
Oahu: HML (2/22/01)		100%	100%	50%	92%	83%	100%	50%	92%	67%	100%	100%	92%	100%	100%	50%	77%	83%	100%	67%	85%
Oahu: PearlCity PubLib (2/24/01)		100%	100%	60%	81%	80%	100%	80%	100%	93%	100%	87%	100%	53%	100%	53%	86%	80%	95%	7%	90%
Oahu: HML Life Found (3/1/01)		100%	100%	100%	100%	50%	100%	75%	100%	75%	100%	75%	100%	75%	100%	50%	75%	100%	100%	50%	100%
Oahu: HML (3/2/01)-Mplus only		73%	100%	64%	100%	64%	100%	64%	85%	82%	62%										
Oahu: HonCommColl (3/10/01)		93%	100%	54%	70%	68%	83%	82%	83%	93%	100%	54%	100%	75%	96%	57%	91%	11%	100%	11%	70%
Oahu: HML (3/17/01)		92%	100%	58%	100%	83%	100%	67%	100%	75%	100%	92%	100%	67%	93%	75%	87%	83%	100%	33%	93%
Oahu: AluLike (3/23/01)		100%	100%	92%	93%	83%	100%	75%	93%	100%	100%	83%	100%	58%	100%	75%	73%	92%	100%	25%	80%
Oahu: HML (4/27/01)		91%	100%	55%	100%	64%	100%	82%	100%	100%	100%	100%	92%	73%	85%	64%	100%	73%	85%	45%	92%
Oahu: HML NatHaw (5/1/01)		100%	100%	100%	100%	100%	100%	50%	100%	50%	100%	100%	100%	50%	100%	50%	100%	100%	100%	50%	100%
Oahu: HML NatHaw (5/10/01)		80%	100%	100%	100%	100%	100%	60%	100%	60%	100%	100%	100%	60%	100%	40%	60%	100%	100%	20%	100%
Oahu: Kapiolani-AAP (5/17/01)	N/A																				
Oahu: HML (5/19/01)		92%	92%	58%	83%	83%	92%	75%	100%	67%	75%	83%	100%	67%	100%	58%	83%	92%	92%	33%	100%

	Hawaii	Maui	Kauai	Kauai	Molokai	Oahu	Oahu	Oahu	Oahu	Oahu	Oahu	Oahu	Oahu	Oahu	Oahu
DATE	Sep-00	Oct-00	Oct-00	Nov-00	Nov-00	Jan-01	Jan-01	Jan-01	Feb-01	Feb-01	Feb-01	Mar-01	March-01	March-01	March-01
				N/A		1/13/01	1/25/01	1/31/01	2/20/01	2/22/01	2/24/01	3/1/01	3/02/01	3/10/01	3/17/01
MedlinePlus															
1. The content was:															
too elementary	2%	10%			13%										7%
about right	98%	90%	100%		74%	100%	90%	100%	100%	100%	90%	100%	85%	85%	93%
too advanced					13%						5%		15%	11%	
blank							10%				5%			4%	
2. The session length was:															
too long		5%													7%
about right	88%	90%	100%		87%	100%	80%	100%	100%	100%	95%	100%	85%	93%	86%
too short	12%	5%			13%		10%						15%	7%	7%
blank							10%				5%				
PubMed															
3. The content was:															
too elementary	2%	5%							7%						7%
about right	98%	95%	100%		87%	100%	100%	92%	93%	100%	95%	100%		93%	93%
too advanced					13%			8%			5%			7%	
4. The session length was:															
too long		5%													
about right	95%	90%	100%		75%	100%	90%	85%	93%	100%	86%	100%		85%	100%
too short	5%	5%			25%			15%	7%		5%			15%	
blank							10%				9%				
Overall:															
5. I found this workshop:															
not useful															
helpful	35%	45%	67%		25%	29%	30%	8%	27%	14%	32%	50%	38%	22%	13%
very helpful	65%	55%	33%		75%	71%	70%	92%	73%	86%	68%	50%	62%	74%	87%
blank														4%	
6. The pace of the presentation:															
too fast	2%								7%					7%	
about right	98%	95%	100%		100%	100%	100%	92%	93%	93%	95%	100%	92%	89%	93%
too slow		5%						8%					8%		7%
blank										7%	5%			4%	
7. The handouts were:															
not useful															
helpful	44%	15%	33%		25%	71%	70%	46%	47%	29%	50%	50%	54%	11%	27%
very helpful	56%	85%	67%		75%	29%	30%	54%	53%	71%	45%	50%	38%	82%	73%
blank											5%		8%	7%	
8. The content was:															
poorly organized															
about right	19%	10%	67%			21%	40%		20%	7%	27%		46%	19%	13%
very well organized	81%	90%	33%		100%	79%	60%	100%	80%	93%	73%	100%	46%	70%	87%
blank													8%	11%	
9. The presenters were:															
poorly prepared						7%									
about right	12%	10%	33%			14%	30%	8%	13%		18%		38%		13%
very well organized	88%	90%	67%		100%	79%	70%	92%	87%	100%	82%	100%	47%	93%	87%
blank													15%	7%	

	Date	#Signed Up	#Attended	Pre-Survey	Post-Survey	Evaluations
Hawaii: Hilo Pub Lib	Sep-00	37	33	29	25	43
Hawaii: TParker Pub Lib	Sep-00	11	7	7	7	
Hawaii: Kailua-Kona Pub Lib	Sep-00	17	18	11	15	
Maui: Kahului	Oct-00	28	22	20	19	20
Kauai: Lihue Pub Lib	Oct-00	8	3	3	3	3
Kauai: HLA 2000	Nov-00		15	0	0	0
Molokai: Molokai Pub Lib	Nov-00	12	8	8	8	8
Oahu: HML (1/13/01)	Jan-01	15	14	14	13	14
Oahu: Hawaii Kai Pub Lib (1/25/01)	Jan-01	14	13	4	8	10
Oahu: HML (1/31/01)	Jan-01	15	14	11	14	13
Oahu: HML (2/20/01)	Feb-01	15	15	11	15	15
Oahu: HML (2/22/01)	Feb-01	16	14	6	13	14
Oahu: Pearl City Pub Lib (2/24/01)	Feb-01	28	23	15	21	22
Oahu: HML Life Found (3/1/01)	Mar-01	4	4	4	4	4
Oahu: HML (3/2/01)	Mar-01	13	13	11	13	13
Oahu: HonCommColl (3/9/01)	Mar-01	50	32	28	23	27
Oahu: HML (3/17/01)	Mar-01	17	15	12	15	15
Oahu: Alu Like (3/23/01)	Mar-01	15	15	12	15	14
Oahu: HML (4/27/01)	Apr-01	18	14	11	13	14
Oahu: HML NatHaw (5/1/01)	May-01	4	3	2	2	2
Oahu: HML NatHaw (5/10/01)	May-01	9	5	5	5	5
Oahu: Kapiolani-AAP (5/17/01)	May-01	45	40	0	0	0
Oahu: HML (5/19/01)	May-01	25	14	12	12	12
TOTAL		416	354	236	263	268

	Date	Public	Healthcare	Librarian	Library Staff	Student
Hawaii: Hilo Pub Lib	Sep-00	20	1	4	6	2
Hawaii: TParker Pub Lib	Sep-00	1	2	3	1	0
Hawaii: Kailua-Kona Pub Lib	Sep-00	13	0	3	2	0
Maui: Kahului	Oct-00	5	1	9	4	3
Kauai: Lihue Pub Lib	Oct-00	0	0	2	1	0
Kauai: HLA 2000	Nov-00	0	0	15	0	0
Molokai: Molokai Pub Lib	Nov-00	6	1	0	1	0
Oahu: HML (1/13/01)	Jan-01	12	0	2	0	0
Oahu: Hawaii Kai Pub Lib (1/25/01)	Jan-01	9	1	3	0	0
Oahu: HML (1/31/01)	Jan-01	10	2	0	2	0
Oahu: HML (2/20/01)	Feb-01	13	1	0	0	1
Oahu: HML (2/22/01)	Feb-01	11	2	1	0	0
Oahu: Pearl City Pub Lib (2/24/01)	Feb-01	15	3	4	1	0
Oahu: HML Life Found (3/1/01)	Mar-01	1	3	0	0	0
Oahu: HML (3/2/01)-McKinley CC	Mar-01	0	0	0	0	13
Oahu: HonCommColl (3/9/01)	Mar-01	32	0	0	0	0
Oahu: HML (3/17/01)	Mar-01	7	5	2	1	0
Oahu: AluLike (3/23/01)	Mar-01	14	0	1	0	0
Oahu: HML (4/27/01)	Apr-01	10	3	1	0	0
Oahu: HML NatHaw (5/1/01)	May-01	2	0	1	0	0
Oahu: HML NatHaw (5/10/01)	May-01	5	0	0	0	0
Oahu: Kapiolani-AAP (5/17/01)	May-01	0	40	0	0	0
Oahu: HML (5/19/01)	May-01	8	5	0	0	1
TOTAL		194	70	51	19	20
%		55%	20%	14%	5%	6%

Comments from the CHIS MEDLINEplus/PubMed Workshop Evaluation

Hawaii: (September 2000)

Was exactly what I was looking for. Thank you.

It was just what I was looking for. It was extremely helpful. I had no idea CHIS existed prior to the seminar.

Marlene Cuenco and Tina Okamoto presented a very well organized workshop. Thank you very much. I'm now going to apply what I learned at home and at work.

Thank you for a painless preview of the latest in medical information available for the public. Very well-presented. You make it seem so easy! Thanks.

Gave me the information I needed.

Nice to have programs like this that are free to the public. Also, they covered Internet hints that were helpful.

I would have loved an online practice search. Great info and very helpful for teaching nursing students.

Great job and mahalo. Both presenters were knowledgeable and professional.

Thanks for the information as well as use of the library. Great information guideline.

Thanks. Now I know more about searching for medical information.

The presenters did an excellent job. Thank you.

Need to use a darker room so people can follow your projection screen. Overall information is very helpful. I've come here knowing nothing and am leaving here knowing much more on researching information.

I feel the presenter should have paused occasionally to ask if people had any questions. The lack of opportunity to ask questions during the first half may be one reason people jumped in with their questions during the second half.

Thanks a lot. This is a good idea. The public should find this info useful.

Thanks. Good presentation.

Very informative.

Thanks for coming – great info.

Extremely helpful.

Thank you.

Thank you.

Thank you.

Worthwhile.

Good. Thanks.

Not your fault, but the visual screen was hard to see, due to the lighting conditions.

The lighting could be better for the screen to prevent glare.

Maui: (October 2000)

Marlene and Christine are excellent public speakers. Communication skills very complete and easy to understand.

Good job.

I would have liked to get more in depth training, perhaps more examples and search strategies.

Excellent presentation, very informative and hands-on demo will be very helpful in dealing with medical related reference questions.

Mahalo.

Great presentation! Very informative.

The cost (of obtaining the full articles) puts the health professional searching for fulltext articles at a serious disadvantage financially. Quite frustrating.

Excellent!

Very useful.

Mahalo.

Inspired me to go try some searches. Mahalo.

Thank you.

Excellent amount of info introduced for a one session program. I would be interested in knowing a little more about the specific strengths and especially the limitations of the system to help us better decide to support the systems in the library.

Molokai: (November 2000)

Extremely useful on island of Molokai especially.

Thank you.

Thank you.

Thank you for starting on time and keeping within time limit and offering hands on computer time.

Thank you.

Very carefully presented, made looking up information very simple and systematic.

Oahu (January 13, 2001 at HML) :

Would have been helpful if it were possible to go thru the demo computer what people were asking about so we could all see.

Fantastic! Thanks a lot.

The lecturer is very knowledgeable on the subject. The presentation was excellent...easy to understand, very good speaking personality, sincere, very good speaker, use good English, etc. Thank you.

Thank you.

Thank you.

I have cataracts and was made dizzy and sick by some of the lighting – neon green and purple. So I am not sure I picked up the computer part. I learned to type on a main frame computer and did not learn functions or ever use mouse.

It would be nice to get hands on computer help at perhaps a second section.

Would be interested in attending an advanced workshop. Try to find a way to keep lights on during the workshop. It's difficult to write in a dark room.

Oahu (January 25, 2001 at Hawaii Kai Public Library):

My interest is in medical ethics – received from the presentation.

Very interesting, will be better able to research when/if I need to in the future. Did not know about the Hawaii Medical Library at Queens.

Enjoyed it! Well needed resource.

As a professional librarian, I was very impressed by the expertise and the warmth of the presenters.

I'm impressed and grateful.

Suggestion: bring a few journals and samples of articles (what we'd actually receive) i.e., take an example all the way to what the consumer would actually receive.

I really appreciate these informative courses. The presentation was very helpful to an illiterate computer person like me.

Oahu (January 31, 2001 at HML) :

More time would have allowed more examples, especially when questions were asked.

Thank you for a helpful introduction to MEDLINEplus and relationship to PubMed.

The workshop was very informational and helpful to me since my computer knowledge is very limited. Thank you.

Very good presentations.

Thank you very much. Excellent information given, easy to follow.

I found the workshop to be very interesting and helpful. There should be more workshops. Thank you.

Excellent presentation!! Mahalo! The lights (partial) can be left on during presentation.

Great workshop! I'm glad I told my friends about it. They're waiting for my review and I will definitely recommend your workshop. Thank you.

Great presentation ladies. Thank you so much!

I am glad that there is free information available for the public.

Oahu (February 20, 2001 at HML) :

Thank you!

Very well organized – thank you!

Actually, I only am making a presumption. I hope that I can with help such judgment in the future.

Oahu (February 22, 2001 at HML) :

Such a valuable source of information will hopefully continue to be available. Mahalo .

Wonderful information!! I am so happy to see you helping to make current and reliable references accessible to both patients and health care providers!

Thank you. This is an important service. I hope you do not close the library to the public – and, couldn't it potentially just mean more research work for the consumer librarians?

Wonderful – keep up the good work.

It had an excellent presentation and discussion.

Oahu (February 24, 2001 at Pearl City Public Library) :

Logistics – too cold in library!

Great public service – keep up the good work!

The room was too cold making the environment uncomfortable. Presenters were clear and easy to understand.

Thank you very much. I appreciate the fine presentation from 2 knowledgeable presenters.

Good public service.

Thanks. Will relay info to my daughter. She's planning to go into the med field.

Excellent presentation.

Thank you for providing a valuable service.

Public reference librarians should attend these sessions. The presenters did a very slow pace step by step informational process. Will help librarians at the desk.

When I heard about this presentation, I signed up right away hoping I would be able to use the info for whatever health question I had that came up. I am very satisfied with the presentation and have tried Medline based on what the person who answered my call told me, and found it useful. Thanks! And please continue your educational program.

Excellent.

It was a timely workshop given by excellent presenters.

Oahu (March 1, 2001 at HML for Life Foundation) :

The searches are much easier than what I attempted in the past.

A good mix of info. Basic computer mixed with info on where to go.

Oahu (March 2, 2001 at HML for McKinley Community School) :

The presentation was very good and clear.

Thank you! I think it was an excellent presentation.

As a student of ESL course, the presenter speaks very clearly and slowly. It makes me easily understand how to access the Internet MEDLINEplus website. Mahalo.

Oahu (March 10, 2001 at Honolulu Community College for SeniorNet):

Interesting!

Very interesting!

I learned many new things and can now use my PC for medical information. Thanks.

Even though I've used CHIS, this was an excellent presentation. Mahalo!

The free pen is very nice!

This is tremendous help for the general public.

This workshop is something I have been hoping the SeniorNet would help in researching about "health."

Excellent presentation.

Having two presented – excellent – gives variety.

Thank you.

Found all the info very helpful. Will try it at home.

Excellent presentation! Mahalo.

Help to know about medicine.

Appreciate your presentation.

Oahu (March 17, 2001 at HML) :

Thank you. Very worthwhile.

More on advanced PubMed search features.

Excellent presenters. I feel confident I can search the databases.

Excellent and information – very clear and helpful!!!

Excellent workshop. Great presentation. Informative, well-prepared. Mahalo!

Thank you for an excellent workshop!

Excellent! Great community service.

Very useful, practical information for a beginner in this area.

Oahu (March 23, 2001 at Alu Like) :

It's like library school all over again.

Good presentations.

Medical issues has become a big concern here in Hawaii especially for Native Hawaiians such as myself. I find it that we are fortunate in this generation to have access to such quick information like these. Thank you very much.

Chris and Tina were very knowledgeable and the presentation was well planned and interesting.

Mahalo for sharing this valuable resource. Will definitely use MEDLINEplus and PubMed when I go online.

Oahu (April 27, 2001 at HML) :

Thanks, this was an excellent presentation.

Very interesting and informative – glad I came!

Excellent presentation.

I found this workshop to be very helpful as to: online procedures – sources available.

Excellent presentation.

Information will be very useful. Very glad the presenter was helpful with answers to questions.

Thank you.

Can we have more free similar topics?

Oahu (May 1, 2001 at HML) :

Workshop will be very useful.

Oahu (May 10, 2001 at HML):

Thank you. Will be useful in my diabetes project and personal study on nutritional therapy and wellness.

I appreciate this workshop to become familiar with the services I can utilize here. Thank you very much.

Actual online (hands-on) searches would be a good learning tool.

Public access should not be limited to use of the HML.

Oahu (May 19, 2001 at HML):

Since I don't have a computer, I'd like to use your computer for informational search. Very well organized. You're doing a super job for consumers.

Do more of these.

A very professional presentation! Mahalo.

Thank you for providing this public service.

Good orientation for these services.

A very enjoyable and educational service.



Hawaii Medical Library
1221 Punchbowl Street • Honolulu, HI
96813
Phone: (808) 536-9302 ext 127
Neighbor islands toll free: (888) 797-2447
ext 127
Fax: (808) 526-0254

Web: <http://hml.org/CHIS/>

FOLLOWUP SURVEY – FINAL RESULTS

Workshop dates covered: September 2000 – May 2001

Total attended: 354

Total mailed: 267 (75%)

Total replied: 103 (29%)

1. Since the workshop, have you searched **MEDLINEplus**? ☐ YES ☐ NO
59 43 Blank (1)

If you answered YES to Question 1:

Did you find a satisfactory answer to your question? ☐ YES ☐ NO
52 7

If you answered NO:

What problems did you run into?

**AMA Physician Select doesn't have Naturopathic Physician as a specialty.
Link not found.
Not detailed enough. (2)
Not good at using computer or getting online. (2)**

If you answered YES:

Did you use this information to make a healthcare decision or lifestyle change?
☐ YES ☐ NO
24 27 Blank (1)

If you answered NO to Question 1:

Would you search **MEDLINEplus** in the future? ☐ YES ☐ NO
36 2 Blank (5)

If you answered NO:
Why not?

More interested in PubMed.

2. Do you have questions on searching **MEDLINEplus**? ☐YES ☐NO
3 96 Blank (4)

If you answered YES to Question 2:

List your questions. We will be glad to call you and guide you through the search process.

Didn't use the databases because don't have a computer.

Wanted to know if Boolean searching is possible in MEDLINEplus.

3. Since the workshop, have you searched **PubMed (Medline)**? ☐YES ☐NO
46 51 Blank (6)

If you answered YES to Question 3:

Did you find a satisfactory answer to your question? ☐YES ☐NO
40 5 Blank (1)

If you answered NO:

What problems did you run into?

Lacked detail.

Need to learn more on using computer.

No full text.

If you answered YES:

Did you use this information to make a healthcare decision or lifestyle change? ☐YES ☐NO

13 21 Blank (6)

If you answered NO to Question 3:

Would you search **PubMed (Medline)** in the future? ☐YES ☐NO
48 2 Blank (3)

If you answered NO:

Why not?

None listed.

4. Do you have questions regarding how to search **PubMed**? ☐YES ☐NO
4 70 Blank (11)

If you answered YES to Question 4:

List your questions. We will be glad to call you and guide you through the search process.

None listed. Indicated they will call/stop by HML.

[Note: Your responses are confidential and the data will be used only for statistics.]

(Optional) Your Name: _____
Phone: _____

And lastly, the Consumer Health Information Service (CHIS) is your community resource for health information. Call us toll-free at 1-888-797-2447 ext 127, and we will help you find answers to a personal health or wellness concern. We offer *free* telephone reference and information packets (articles selected to answer your question).

“The LINCS Clearinghouse: A Project to Link Resources for Special Needs Children”

OUTREACH DATABASE RECORD

SEC SOURCE ID [to be completed by NLM]

ID NUM [TO BE COMPLETED BY NLM]

NLM PROG [to be completed by NLM]

NLM CONTACT [to be completed by NLM]

ACTIVITY TYPE: **RML Subcontract**

FUNDING TOTAL: **\$10,000.00**

STARTDATE: **00/02/01**

ENDDATE: **01/07/31**

INST NAME: **ValleyCare Foundation**

ADDRESS: **5674 Stoneridge Drive**

CITY: **Pleasanton**

STATE: **CA**

ZIP CODE: **94588**

REGION: **7**

CONGRESS DIST: **10th**

COUNTY: **Alameda County**

INST CONTACT: **Cheryl Warren**
(925) 734-3315

COLLABORATOR(S):

INST TYPES: **Foundation**

TITLE: **The LINCS Clearinghouse: A Project to Link Resources for
Special Needs Children**

RML GENERAL OUTREACH ACTIVITIES:

PURPOSE: This project was undertaken to provide a clearing house of information and referral resources (local, state, and national resources) that can be assessed via the web by parents, physicians, educators, and others who deal with the special needs child.

OBJECTIVES:

1. Increase community access to information about children with special needs through LINC'S Clearinghouse;
2. Partner with local organizations and agencies to link community-based resources;
3. Increase community awareness about needs of, and resources for, special needs of children.

SETTING: ValleyCare Health Library and Ryan Comer Cancer Resource Center, Pleasanton, California

FOCUS: Minority population children with special needs in Pleasanton, California, with demographics of 6.7% Hispanic, 5.5% Asian/Pacific Islander, 1.3% African American.

**DESIGN:
CLEARINGHOUSE**

• DEVELOP POLICIES AND PROCEDURES FOR LINC'S

- Build web page
- Support document delivery
- Expand collection
- Provide reference services
- Obtain feedback from stateholders on content of Community Resource Directory
- Provide training on LINC'S Clearinghouse and MEDLINEplus
- Increase awareness of needs, resources available for special needs of children through publication and distribution of promotional materials to the community and via speaking engagements

PARTICIPANTS:

- School nurses
- School ancillary health professionals (speech therapists, occupational therapists, special education aides, counselors, health instructors)
- Community college reference libraries—4
- Public reference libraries—6

INTERVENTIONS:

- LINC'S web site layout completed
- Community Resource Directory (Tri-Valley) expanded
- List of web links to local resources and organizations completed

- Collaborated with community partners via project advisory committee
- Workshops conducted
- Marketing tools produced
- Training sessions conducted

OUTCOME MEASURE:

Questionnaires, evaluation forms and focus groups—to evaluate the need of LINC'S, the content of the library's collection, the ease of searching the online catalog, the online resource database and the web links. Questionnaire to school professionals on information needs/adequacy of existing information resources. Book/video evaluation by advisory committee members. Focus group—evaluated local weblinks, community resource directory and online database. Further evaluation will be completed in September.

RESULTS:

Project objectives were, for the most part, met. Community awareness will be enhanced once training is completed and promotional items are distributed.

CONCLUSIONS:

Including a broad base of community stakeholders in project development and conducting a thorough assessment of information needs and resources were vital to the success of the project.

TRAINING SITES:

N/A

FOLLOWUP:

Because a community meningitis outbreak delayed the training component of the project, this and overall project evaluation will be completed in the fall. LINC'S policies and procedures will be incorporated into existing P & P's of the library. Marketing and promotional activities will be ongoing.

ENTRY MONTH

[to be completed by NLM]

LAST REV DATE

[to be completed by NLM]

GENERAL NOTES

Q-PROMOTION/MARKETING:

Marketing tools were produced and will be distributed on an ongoing basis. Promotional activities are ongoing.

Q-TRAINING ISSUES: Training deferred to fall 2001 because of Community health outbreak.

Q-EQUIPMENT/TELECOMMUNICATIONS:

ValleyCare Health libraries web page is part of the ValleyCare Health System web site. The IS Department web manager will be adding LINC'S according to the protocol established by the system.

Q-PERSONNEL/STAFFING: No issues identified.

Q-BARRIERS: Communication with community organizations was problematic because of changes in leadership and the availability of staff at these organizations.

Q-RECOMMENDATIONS: Get a broad-based advisory committee to work with project director.

Q-IMPACT: Statistics to measure the impact are not yet available. Community input, interest and support has been high. LINC'S will be incorporated into the library's regular policies and procedures.

LINCS (Linking Information for Children with Special Needs)

Access to Health Information for the Public /NLM Project

ValleyCare Health Library & Ryan Comer Cancer Resource Center
5698 Stoneridge Drive
Pleasanton, CA 94588

Cheryl Warren, MSLS, AHIP
Medical Librarian
ValleyCare Health Library
5698 Stoneridge Drive
Pleasanton, CA 94588
925-734-3315
925-734-3372 fax
cherylw@valleycare.com

Final Report covers 2/00 -7/01

Submitted 7/26/01

LINCS (Linking Information for Children with Special Needs)

Access to Health Information for the Public /NLM Project Final Report

I. Quarterly Report

Sent in separate file

II. Training Site

ValleyCare Health Library & Ryan Comer Cancer Resource Center
ValleyCare Health Systems
5698 Stoneridge Drive
Pleasanton, CA 94588
Alameda County
Congressional District 10

III. ValleyCare Health Library is a community outreach service of ValleyCare Health

System, a not-for-profit hospital system licensed for 180 beds.

IV. Target Audience

School Nurses
School ancillary health professionals ie. Speech pathologists, physical therapists, occupational therapists, special education aides, counselors, health instructors)
Community college reference librarians, 4
Public reference librarians, 6

V. Exhibits

Exhibits are planned starting in fall for public library, school open houses; pre school signs up events, Children's Fair (October), school libraries, and professional poster opportunities such as MLA, NCNMLG and California School Nurse Organization.

VI. Web Site

LINCS web site layout has been finished. Web page includes 1. Information on searching the library catalog for books and videos, 2. Information on searching the Tri-Valley Resource

Directory, a database of local support services and resources and 3. List of web links to local resources and organizations. ValleyCare Health Library's web page is part of the hospital's web site. IS Department web manager is adding the LINCS according to their protocol.

Web page information will be kept up to date and expanded based on the policy and procedures already in place for other library web sources. This includes checking for active links monthly. The library also seeks out community services and organizations on an ongoing basis with a yearly renewal policy.

Library plans on using the web site to provide reference services to patrons, to support public library questions and to give school nurses and other ancillary school health care professionals added resources to utilize. Marketing will emphasize bookmarking the site for faster access to local information for special needs children.

VI. Partnerships

Partnerships were very useful to the LINCS project because they provided informed committee members and lists of local resources and organizations working with special needs children. An example of the collaboration includes the public library, which provided a committee member with a background in children's literature. Other committee members included a school nurse, public health nurse and pediatrician whose identification of and insight into current trends and parent/school concerns was invaluable.

Challenges centered primarily on contact and prompt replies. The grassroots organizations changed leadership frequently leading to some communication problems.

Dealing with varied organizations and committee members requires extra time and effort, which needs to be built into the timeline. Meetings organized around agendas given out in advance enabled our committee to focus and meet responsibilities in a more timely manner.

VII. Approaches and Interventions

Committee decided that a large workshop held at the library and open to librarians, school health professionals and instructors would be best. This workshop would enable a first hand look at the resources available at the ValleyCare Health Library and more importantly provide hands on computer training for library web site, including MEDLINEplus. Smaller training sessions directed to specialty areas in the schools would increase awareness and contact with individuals who might not or could not come to a workshop but computers would not be available.

Marketing tools are: bookmarks, fliers, posters, school newsletters, local newspapers, displays, health fairs and training sessions. Volunteers are available to distribute bookmarks and posters to libraries, doctors offices, local organizations dealing with special needs children and other places.

Training program uses handouts on LINCS resources to teach how to access the online catalog for books and videos, the online resource database, the Tri-Valley Resource Directory and the

web link list of local web sites. Also training includes use of MEDLINEplus to access credible consumer health information. Health professionals are provided with introductory information on Medline for finding professional articles pertinent to their area of expertise.

Personnel and staffing for LINCS project is the librarian. Training sessions for the school health care personnel includes the nurse.

Web Site Development included only a new link off the library's existing web page to the LINCS resources. Local Bay Area resources were identified, contacted for up-to-date information, and added to the annotated web links list.

IX Evaluation

The project has used questionnaires, evaluation forms and focus groups to evaluate the need of LINCS, the content of the library's collection, the ease of searching the online catalog, the online resource database and the web links.

Initial letter with questionnaire was sent out to school professionals who work with special needs children in one school district to get a sampling. Questionnaire asked for evaluation and comment on current ability of local resources to meet the professional's information needs. Also asked for comment or input on information needs of parents or caregivers of special needs children.

Various committee members evaluated the collection of book and videos based on their area of expertise.

Focus group evaluated the local web links, the database of local organizations and resources and the on line search databases.

Evaluation of the LINCS project, the training process, and MEDLINEplus will not be complete until the scheduled August and September training sessions are done. Local school nurses and health professionals that deal with the special needs children in the school environment will have valuable input since they represent a different users group from librarians who are generally more familiar with this material or search techniques

IX. Problems

Biggest problem that the LINCS project encountered was a meningitis outbreak in the community resulting in the death of a high school student. This impacted the committee members, the hospital, ValleyCare Health Library and the timeline. By the time the community and schools were back to normal, schools were ready to break for the summer. LINCS committee decided that fall would be a better time to generate a public awareness of the special needs children clearinghouse and contact school health personnel.

Launching of the web site has taken longer than anticipated partly because the hospital does not have a dedicated web manager.

X. Continuation Plans

LINCS will be incorporated into the library's regular policies and procedures. P & P cover such issues as maintenance of circulating and reference collection, checking web links and up-date of local resources in the Tri-Valley Resource Directory. Marketing of LINCS will continue on an ongoing basis with distributed bookmarks, community displays, local health fairs and Family Life presentations by school nurses.

XI. Impact

Statistics to measure the impact are not yet available. Community input, interest and support has been high.

XII. Recommendations for Improvement

Recommendations are pending evaluation training sessions and marketing feedback.

XIII. Follow-Up Questions

1. Project goals of developing a central clearinghouse of local resources and materials on special needs children has been met. The development of a comprehensive reference and circulating collection of books and videos is finished. Web page with links to MEDLINEplus and local Bay Area resources is laid out and ready to be added to the library's web page. Local Bay Area organizations and resources have been added to the Tri-Valley Resource Directory database. Both the Tri-Valley Resource Directory and the library online catalog are available on the library's web site. Training of MEDLINEplus and LINCS is scheduled for August and September.
2. The importance of community contacts and assessment of community needs are vital to a successful program.
3. Nothing
4. Get a broad-based committee.

LINCS Clearinghouse
Linking Information for Children with Special Needs

VALLEYCARE HEALTH LIBRARY

5698 Stoneridge Drive
Pleasanton, CA 94588

Cheryl Warren

5698 STONERIDGE DRIVE

PLEASANTON, CA 94588

cherylw@valleycare.com

925-734-3315

925-734-3372 fax

May 2001 - July 2001

7/26/01

LINCS CLEARINGHOUSE

NLM Project : Electronic Access to Health Information for the Public

Quarterly Report # 6

I. Description of Progress Toward the Project's Major Goals.

- **Marketing**
Wrote description for ValleyCare Public Relations to work from for news release.
List made for distribution sites for bookmarks and fliers. Volunteers contacted to deliver items.

Committee decided that more detailed LINC Packets should be made for distribution to school health personnel and to local organizations dealing with special needs children. Packet will include bookmarks, description of resources, web links, etc, as well as forms for adding local resources to the Tri-Valley Resource Database and local web links.
- **Workshop and Training**
Teaching strategies discussed.
List made of people and organizations to contact.
Dates for workshop and training. Committee favors the following. One large workshop for area librarians, school nurses, other health professionals, etc. to attend as a group which will cover LINCS, ValleyCare Health Library's resources for community and MEDLINEplus training with hands on computer access. Small training sessions for specific groups such as school nurses, speech pathologists, etc. which can be geared to their specific needs, terminology and so forth. Will not have computer access but be convenient for their work schedule.

II. Loansome Doc/Document Delivery Activities

NA

III Evaluation Activities

- Use of web site searchable catalog and resource database evaluated. Suggestions and problems noted. Evaluations done by a group that included librarians, school nurse, students, and parents as well as people with good computer skills and average computers skills.

IV Problems/Corrective Actions

- Outbreak of meningitis and death of high school student prevented workshop and training sessions for school nurses and other health personnel dealing with special needs children. Rescheduled for August and September when schools reconvene. Also prevented regular meeting of committee. Email, fax and phone calls were used.

V Projected Activities for Next Quarter
NA

VI. Reporting Forms
NA

VII Appendix
NA

OUTREACH DATABASE RECORD

“Improving Access to Health Information for Consumers of Pima County, Arizona: The CHILE Project (Consumer Health Information Links for Everyone)”

SEC SOURCE ID [to be completed by NLM]

ID NUM [to be completed by NLM]

NLM PROG [to be completed by NLM]

NLM CONTACT [to be completed by NLM]

ACTIVITY TYPE: RML Subcontract

FUNDING TOTAL: \$39,875.00

STARTDATE: 00/02/01

ENDDATE: 01/07/31

INST NAME: University of Arizona, Arizona Health Sciences Library
(AHSL)

ADDRESS: P.O. Box 245079

CITY: Tucson

STATE: AZ

ZIP CODE: 85724-5079

REGION: 7

CONGRESS DIST: 2nd, 5th

COUNTY: Pima County

INST CONTACT: Rachael Anderson
Jeanette C. McCray
(520) 626-6121

COLLABORATOR(S): Tucson-Pima Public Library (TPPL)
101 N. Stone Avenue
P.O. Box 27470
Tucson, AZ 85726-7470

Joan Biggar (520) 791-4391

INST TYPES: Academic Health Sciences Center
Public Library

TITLE: Improving Access to Health Information for Consumers of
Pima County, Arizona: The CHILE Project (Consumer Health
Information Links for Everyone)

RML GENERAL OUTREACH ACTIVITIES:

PURPOSE: To improve access to health information resources for Tucson, and
surrounding Pima County, residents and to develop a sustainable, working
partnership between the Arizona Health Sciences Library and TPPL.

OBJECTIVES:

- Improve or facilitate access to electronic health information for Pima County residents by developing a Consumer Health Information web page featuring MEDLINEplus.
- Deliver training to TPPL librarians in use of NLM's MEDLINEplus, PubMed, Internet Grateful Med, Locatorplus and in the evaluation of other web-based consumer health information tools; and to support periodic sharing sessions where AHSL and TPPL librarians, and other health sciences librarians in the area, can exchange information.
- Develop, promote, and maintain a web-accessible database of local organizations with collections of health information resources and a willingness to work with the public.
- Establish an ongoing, working partnership between AHSL and TPPL to jointly deliver consumer health information to the community.
- The proposal/partnership aims: 1. To position the public library (TPPL) as the logical first point of contact for consumer health information in Pima County; 2. To back up the front-line public librarians with appropriate ongoing training, a growing web site with many access points, and streamlined access to the resources at AHSL.

SETTING: Arizona Health Sciences Library computer classrooms and the Gates
Foundation-funded training facility in the main library of TPPL
(downtown Tucson).

FOCUS: The general population in Pima County who is pursuing health
information—24% Hispanic, 3.1% African American, 3% Native
American, and 1.8% Asian/Pacific Islander.

DESIGN: AHSL and TPPL librarians worked together to design and develop a
Consumer Health Information web site by using Microsoft Access
database program and Cold Fusion. AHSL librarians prepared and

taught 2 sessions on different topics, while TPPL librarians provided assistance to the development of the curriculum.

Key tasks were:

- Develop locally targeted Consumer Health Information web site
- Train TPPL librarians
- Develop a Local Resources Database
- Develop a partnership between AHSL/TPPL

PARTICIPANTS: 92 public librarians in workshops

INTERVENTIONS:

- Identified sites and scheduled sessions
- Promoted/Marketed project
- Trained public librarians through workshops
- Steering committee formed to assess progress and plan
- Web site developed

OUTCOME MEASURE: A series of two workshops conducted; questionnaires were distributed at each:

- 1st questionnaire filled out prior to each session to gather data about a) comfort answering health related reference questions; b) knowledge of health information resources; c) types of health related questions fielded at the reference desk.
- 2nd questionnaire was to determine whether the awareness level of appropriateness of resources to answer certain types of questions had been enhanced.
- 3rd questionnaire distributed at start of second workshop to see whether or not the awareness of resources had carried through to actual reference practice following the first workshop.

RESULTS:

- The comfort level of workshop participants in answering health related reference questions increased significantly following the first workshop.
- Following the first workshop, MEDLINEplus emerged as the first choice resource among 6 resource options.

CONCLUSIONS: Successful in launching an easy-to-use web site for the community. Learned a lot about public libraries and librarians, having attained a better sense of the context in which they provide answers to health-related questions. Established a good working relationship between AHSL and TPPL. However, the attendance level at second workshop not as high as was hoped for, and the detail obtained from workshops did not meet expectations.

TRAINING SITES: Arizona Health Sciences Library (AHSL)
University of Arizona
1501 N. Campbell Avenue
P.O. Box 245079
Tucson, AZ 85724-5079
Pima County
Congressional District 5

Tucson-Pima Public Library (TPPL)
101 N. Stone Avenue
P.O. Box 27470
Tucson, AZ 85726-7470
Pima County
TPPL primarily in Congressional District 5; some branches are located in Congressional District 2.

FOLLOWUP: Plan to collaborate on the ongoing enhancement of the web site, to meet periodically to discuss ways to enhance access to consumer health information, to continue to explore the feasibility of collaborative collection development, to facilitate further interactions with AHSL and TPPL librarians, and develop additional workshops, if desired. Also currently looking for other funding sources to continue this project.

ENTRY MONTH [to be completed by NLM]

LAST REV DATE [to be completed by NLM]

GENERAL NOTES

Q-PROMOTION/MARKETING

Use of public information professionals greatly enhanced the effectiveness of this project in improving public access to health information.

Q-TRAINING ISSUES

Two training workshops were developed by AHSL librarians with input from TPPL collaborators. Attendance at the second workshop did not meet expectations which might have been due to lack of promotion by the public librarians, but, also due to demands on public librarians' time during the summer months.

Q-EQUIPMENT/TELECOMMUNICATIONS

No issues identified.

Q-PERSONNEL/STAFFING

TPPL librarian did not participate in the numbers hoped for by the project developers/directors, but a great deal was learned about how the work cultures and environments of public and academic libraries differ, and how this impacted the overall project.

Q-BARRIERS

The work environment and cultures of public versus academic librarian resulted in less diversity of participation of the two groups in the project.

Q-RECOMMENDATIONS

This project would better reflect the needs of public library users (relative to health information) if ways could have been found to involve greater numbers of public librarians, especially those from branches serving significant minority populations, in the project.

Q-IMPACT

Public librarians more comfortable with answering health information questions and in knowing what needs to refer on to the academic health sciences library. A sensitivity and appreciation has developed between the public and academic Librarians who collaborated on the project. This has led to a commitment to bring their respective strengths to the future endeavors.

**Improving Access to Health Information for Consumers of Pima
County, Arizona:**

**The CHILE Project
(Consumer Health Information Links for Everyone)**

An "Access to Electronic Health Information for the Public" Subcontract

**ARIZONA HEALTH SCIENCES LIBRARY
University of Arizona
Tucson, Arizona**

By Jeanette C. McCray
Arizona Health Sciences Library
University of Arizona
P. O. Box 245079
Tucson, AZ 85724-5079
Voice: 520/626-6121; Fax: 520/626-2922
Email: mccray@AHSL.arizona.edu

Final Report

February 1, 2000 – July 31, 2001

Submitted July 31, 2001

I. Report of Activity During the Last Quarter of the Project.

Submitted as a separate quarterly report – see attached.

II. Detailed List of Sites Where Training Was Done.

(Include the name of the institution, complete address with zip code, county and congressional district.)

Arizona Health Sciences Library (AHSL)

University of Arizona

1501 N. Campbell Avenue

PO Box 245079

Tucson, AZ 85724-5079

Pima County

Congressional District 5

Tucson-Pima Public Library (TPPL)

101 N. Stone Avenue

P.O. Box 27470

Tucson, AZ 85726-7470

Pima County

TPPL is primarily in Congressional District 5; some branches are located in Congressional District 2.

III. Description of Training Sites

(Brief narrative descriptions should include size/bed size if site is a hospital.)

AHSL is a part of the Arizona Health Sciences Center (AHSC) of the University of Arizona. AHSC includes the colleges of Medicine, Nursing, Pharmacy, and Public Health, the School of Health Professions, and University Medical Center, a private, non-profit 322-bed hospital. AHSL's teaching facilities include 2 rooms capable of hands-on training, one with 8 computer workstations, and the second, a wireless classroom with a capacity of up to 24 students using laptops.

TPPL serves Tucson and Pima County through its Main Library, 18 branch libraries and neighborhood centers, and bookmobile and outreach services. A telephone information service and an e-mail reference service allow for direct, convenient off site service delivery to homes and businesses. The library is a city/county funded system which offers a full range of services and collections through its print materials and its electronic resources to communities as diverse as the large metropolitan area surrounding Tucson and the isolated and rural unincorporated community of Arivaca in the southwest corner of the

county. TPPL's training facility is Gates Foundation-funded and located in the main library branch downtown.

IV. Target Audience

A. Please include the number and types of librarians trained, if applicable.

65 public librarians with responsibilities for answering questions from users were trained in the 1st series of workshops; in the 2nd series 27 have been trained thus far (the workshops will continue beyond the end date of the grant).

B. Please note the racial/ethnic breakdown if your project focused on minority populations.

The project was not focused on minority populations explicitly, but it was aimed at Pima County residents pursuing health information. Pima County's population breaks down as 24% Hispanic, 3.1% African-American, 3% Native American, and 1.8% Asian/Pacific Islanders.

V. List of Exhibits Connected with Project

Not applicable.

VI. Web Site Development (If Applicable)

A. Current status of web site

The CHILE Web site is up and operational at www.chilehealth.org. The site is supported by a backend database which provides for easy input of new resources from both AHSL and TPPL staff. The site is located on a server at AHSL and is managed by AHSL technical staff.

There are currently 60 medical topics included, accessible through broad categories (diseases and conditions, wellness and prevention, children, seniors, teens, doctors and hospitals, insurance and HMOs, medications). "Front page" links are made to MEDLINEplus, Gale's Health and Wellness Center, SOAHR (Southern Arizona Health Referral), and AHSL's and TPPL's catalogs. There are also opportunities for consumers to ask a librarian, suggest a topic, and request document delivery. There is a search feature as well.

B. Plans for future maintenance

Web site development will continue to be supported by both AHSL and TPPL. Technical maintenance by AHSL systems staff will continue. Future plans involve improving the searchability by adding meta data tags, looking for more Spanish language and Native American resources, continuing to add topics, and incorporating an "About CHILE" page which would highlight documents and other materials relevant to the project itself.

C. Impact

Since the Web site was launched in February 2001, there have been over 4,000 hits to the Web site's home page. Hits were highest on 2 days in particular – April 23, when Jerry Perry did a segment on local public television about searching health information on the Web, and May 21, around the time the JAMA article appeared questioning the quality of health information on the Web. Coincidence or related, who really knows?

VII. Partnerships

A. Current status of partnerships

AHSL and TPPL both feel that we have established a strong relationship that will continue, based on our joint commitment to providing easy access to consumer health information for our community. We expect to continue to meet periodically throughout the year. The details remain to be developed. But we view this collaboration as a long-range strategic priority.

B. Challenges encountered

- Funding was not available immediately, leading to problems for TPPL who needed the funds in advance to purchase equipment
- Competing priorities at each library delayed the collaborative work on occasion
- Differing cultures at each library led to unrealistic expectations about what each partner would contribute and occasional misunderstandings
- Differing philosophies about communication and interaction between consumers and librarians.
- Internal operations and scheduling at each library played a role in meeting deadlines and expectations, which wasn't always known by the other party.
- Reporting at professional conferences is not a priority at the public library, while it is important in the academic library context

Despite the funding provided for intermittent librarians, librarians at TPPL found it difficult to be away from the reference desk to attend workshops. The public librarian working with AHSL found herself pulled in many directions.

C. Lessons learned

See Responses to Follow-Up Questions (XIV) #2, 3.

VIII. Approaches and Interventions Used - Describe the specific steps or activities used in the following areas:

A. Identifying sites and scheduling sessions

The two sites noted in II above were used for all training sessions. At the time, they were the only 2 facilities with hands-on training equipment. Since that time, most of the branches have developed their own training facilities so AHSL anticipates doing more training at the branches.

The AHSL librarian (in charge of training) selected possible workshop dates with the TPPL contact librarian, who then was responsible publicizing the workshops in-house and obtaining registrations (sign-ups).

D. Promotion /Marketing

The Public Information Officer handled most of the publicity and marketing for the project. An initial press release (when the grant was awarded) was done by the Office of Public Affairs at the university. The PIO at TPPL handled everything subsequently including obtaining mailing lists of health professionals' names and developing a packet of information for them, contacting the newspaper and television media, and promotional materials for the branches to dispense to users (bookmarks).

E. Training

Training was led by an AHSL librarian experienced in developing workshops for MEDLINE/PubMed and in doing outreach with various user groups around the state. She involved AHSL's information services librarians in developing the syllabus, creating the handouts, and teaching the workshops. Initial input on possible topics was gathered from our TPPL collaborators.

F. Personnel/Staffing

Described in the context of each topic in this section (VIII).

In addition, a steering committee consisting of senior management librarians at each institution, along with those librarians responsible for key elements of the project met periodically to assess progress and plan for the coming months.

G. Web Site Development (if applicable)

Web site development was led by AHSL, particularly the Head of Information Services in collaboration with the Head of Systems and Networking. They built upon their experience in using Cold Fusion software and an MS Access database to create a Web site which was visually appealing and simple for users to negotiate, could be easily updated with new resources by librarians from both AHSL and TPPL, and include links to NLM's MEDLINEplus and other key resources.

IX. Project Evaluation Results

A. How was project evaluated?

See Appendix for project evaluation, written by Zoë Stavri, Ph.D.

B. What results were achieved based on the objectives of the project?

See Appendix for project evaluation, written by Zoë Stavri, Ph.D.

X. Problems or Barriers Encountered

A. Promotion/Marketing

B. Training

C. Equipment/Telecommunications

D. Personnel/Staffing

E. Web Site Development (if applicable)

See Responses to Follow-Up Questions (XIV) #2, 3.

XI. Continuation Plans

(Do you plan to continue the project, at any level? If so, please describe your continuation plans.)

We plan to collaborate on the ongoing enhancement of the Web site (see question V.B. above), to meet periodically to discuss ways to enhance access to consumer health information, to continue to explore the feasibility of collaborative collection development, to facilitate further interactions with AHSL and TPPL librarians, and develop additional workshops if desirable. In addition, we are actively looking for other funding sources to continue this project.

XII. Impact

(Include information on the perceived and actual impact of the project on the library, institution, or consortium. This can include the affect of the project on the libraries image, increased utilization of the library, etc.)

See Responses to Follow-Up Questions (XIV) #2, 3.

XIV. Recommendations for Improvement

(Include suggestions for alternative methods, training materials, promotional materials, etc.)

See Responses to Follow-Up Questions (XIV) #2, 3.

XIV. Responses to Follow-Up Questions (Attached)

Answers follow.

FOLLOW-UP QUESTIONS

1. Were your original project goals and objectives met? If not, why not?

Absolutely. We launched an easy-to-use Web site, suited to the needs of our community. Public librarians are more comfortable dealing with health information questions and referring users or questions or requests for documents to AHSL. We've established a good working relationship with TPPL and are committed to an ongoing collaborative approach to the delivery of health information to consumers in Pima County.

2. What significant lessons were learned which would be of interest or use to others conducting outreach projects? Which strategies were the most effective in implementing the project?

We learned a lot about public libraries and librarians. We have a better sense of the context in which they provide answers to health-related questions and more broadly the manner in which they assist customers with health information needs. They have taught us a great deal about their own work environment, their work culture and its values, and the context for accomplishment there as an enterprise. We have raised our own profile among the librarians throughout the public library ; for many, attending our workshops on our campus was their first exposure to AHSL and its resources. TPPL now seems to have a much better understanding of what AHSL does, and how we go about getting our work accomplished.

In the context of the two workshops, we did not have the attendance for the second workshop that we had hoped for, particularly in light of the amount of effort in staff hours that was expended in designing and deploying this class. Better and more assertive marketing of the class by public library staff to their peers may have been one solution, but we didn't realize the demands on a public librarian's time during the summer months (summer reading program, several vacant FTE positions, vacations, etc.) We plan to take the class "on the road" to the various branches in the fall.

3. If you were to start all over again, what, if anything, would you change about your goals, project plans, etc.?

We did not necessarily achieve at the detail level all that we may have sought to accomplish. There was less diversity in participation in the identification and submission of resources for the joint Web site than we hoped for, with the great majority of recommendations coming

from AHSL rather than TPPL. This led to be problems in terms of maintaining morale and enthusiasm for the project, and in generating diversity in the content. A larger number of TPPL librarians involved in the development of the Web site may have helped to overcome this, as well as increasing participation in the workshops. More participants (just in numbers alone) would have helped to increase the number of topics covered on the Web site. Participation from TPPL librarians at branches where significant minority populations come to the library (elderly, Hispanic, etc.) might have led to more diverse topics being covered.

4. What advice or recommendations would you give to anyone considering a similar outreach effort?

See above.

Also, routine regular meetings of the principals involved in the project kept CHILE on track and on target. The leadership worked well together and maintained a casual approach to the work.

APPENDIX

CHILE EVALUATION

By Zoë Stavri, Ph.D.

INTRODUCTION

Our initial evaluation plan turned out to be too ambitious for our setting especially given the difficulties that became inherent in scheduling the public library personnel, as well as the limited time availability of the evaluation team. It was decided that it would be more efficient to utilize a questionnaire to both assess familiarity with selected health information resources as well as to try to track changes in the behavior of the participants in terms of their utilization of health information resources.

Initially we also believed that we could reach all people in the TPPL system who answered reference questions (professionals and library assistants), for all three sessions, but this too proved too ambitious. While we thought we could train the over 80 potential workshop participants, we in fact trained 65 people during the first training session and 27 people during the second training session. (Note too that not all of the 27 people from the second session had participated in the first session; 6 people indicated in open ended questions that they had not participated in the first workshop).

The goals of the evaluation, therefore, were to:

1. Survey the types of health information questions participants encountered in their reference work.
2. Assess familiarity with the resources that would be introduced before the first actual training session (pre-training).
3. Use parallel topical questions to track change in potential information utilization behavior between the pre-training, immediate post-training, and second training sessions.
4. Assess comfort level both in answering health information questions in general and in topical health information questions.
5. Elicit feedback about the content of the training sessions including the actual mechanism of delivery as well as the type of resources covered.

METHOD

Questionnaire

Prior to each session, participants were asked to fill out a brief questionnaire which sought to gather data about a) comfort answering health related reference questions b) knowledge of health information resources and c) types of health related questions fielded at the reference desk. A post-session questionnaire was also distributed to determine whether the awareness level of appropriateness of resources to answer certain types of questions had been enhanced. A third

questionnaire was distributed at the start of the second set of workshops to see whether or not the awareness of resources had carried through to actual reference practice as well as again questioning the comfort level of participants in answering health related reference questions.

The critical design element of this evaluation was to create a series of questions of the same class (i.e. would require the same type of information need, requiring the same type of resource to answer) so that participants would not be reflecting familiarity simply with a single question. The same parallel question construction was used in the third questionnaire that also varied the order in which the questions were presented.

Participants

65 people participated in the first workshop and 27 people participated in the second workshop. Participants were asked to use their initials or a symbol to identify themselves at the top of the questionnaires so that the three could be matched up. Initially we thought that this would allow us to track changes in individual behavior. While we were able to match up the pre- and post-workshop 1 questionnaires, only 9 of the 27 participants from the second workshop could be matched to the first workshop participants. Six people were identified as not having participated in the first workshop through some of their free-text comments at the end of the questionnaire. There is not definitive information as most of the remaining 12 participants used no initials or identifying symbols and this could be either because they had not participated in the first workshop or because they chose to ignore the directive.

RESULTS

Workshop 1

Comfort level answering health related reference questions (asked pre- and post- first workshop)

“I feel comfortable answering health related reference questions.”

Always -	2 (3.1%)
Usually -	25 (39.1%)
Sometimes -	31 (48.4%)
Rarely -	6 (9.4%)

No one answered, “Never”; one person checked, “I have not had to answer Health related reference questions”. No missing answers.

“Now that you’ve taken this workshop, how comfortable do you think you will feel answering health reference questions?”

Always -	4 (6.6%)
Usually -	46 (75.4%)
Sometimes -	11 (18.0%)

Rarely - 0

Missing - 3

No one answered, “Never”; one person checked, “I do not expect to have to answer health related reference questions”.

Resource familiarity and use score

Workshop 1

“I have used the following resources to answer health related reference questions.” - (Pre-workshop 1)

PubMed:	Yes	31.0%
	No	69.0%

MEDLINEplus:	Yes	48.3%
	No	51.7%

A-Z Topics:	Yes	10.7%
	No	89.3%

AHSL Ref:	Yes	52.5%
	No	47.5%

The “Don’t Knows were counted as “No”s; missings were not included to calculate % and ranged from 6.5 to 13.8%.

Pre-workshop “Resources Acquaintance Score”

The number of “Yes” answers per participant for the above questions; scores range from a high of four (used all resources) down to zero (used none of the resources):

<u>Resources Acquaintance & Use Score</u>	<u>Number</u>	<u>Percent</u>
4	1	1.54%
3	8	12.31%
2	17	26.15%
1	22	33.85%
0	17	26.15%
Total	65	100.00%

Workshop 2

“In the past 6 months, I have used the following resources to answer health-related questions:”

Note: The “Don’t Knows were counted as “No”s; missings were not included to calculate %.

PubMed:	Yes	51.8%
	No	48.2%
MEDLINEplus:	Yes	70.3%
	No	29.7%
A-Z Topics:	Yes	29.6%
	No	70.4%
TPPL:	Yes	92.5%
	No	7.5%
Other web:	Yes	81.4%
	No	18.6%
AHSL Ref:	Yes	40.7%
	No	59.3%

Post-workshop “Resources Acquaintance Score”

The number of “Yes” answers per participant for the above questions; scores range from a high of six (used all resources) down to zero (used none of the resources):

Resources Acquaintance & Use Score	Number	Percent
6	1	04.0%
5	9	33.0%
4	5	19.0%
3	6	22.0%
2	5	19.0%
1	0	00.0%
0	1	04.0%
Total	27	100.00%

“Which resource would you consult first in providing an answer to a question on...”?

The first resource checked in response to this question for each questionnaire (pre-1st, post-1st, and 2nd workshop) is recorded in the table below. Percentages were rounded up and therefore may not add up to 100%. Raw numbers are presented parenthetically.

	Latest Research			BEST DOC			DRUG INFO			Support Group		
	Pre-1 st	Post-1 st	2 nd	Pre-1 st	Post-1 st	2 nd	Pre-1 st	Post-1 st	2 nd	Pre-1 st	Post-1 st	2 nd
PubMed	11% (7)	35% (23)	22% (6)	2 % (1)	6 % (4)	(0)	2% (1)	8% (5)	7% (2)	2% (1)	8% (5)	(0)
MEDLINEplus	20% (13)	57% (37)	48% (13)	5 % (3)	54 % (35)	22% (6)	3% (2)	77% (50)	44% (12)	2% (1)	60% (39)	15% (4)
A-Z Topics	(0)	2 % (1)	11% (3)	2 % (1)	22% (14)	19% (5)	(0)	8% (5)	7% (2)	3% (2)	18% (12)	30% (8)
AHSL Referral	2% (1)	2 % (1)	(0)	2 % (1)	6% (4)	(0)	(0)	2% (1)	(0)	(0)	(0)	(0)
TPPL	49% (32)	2 % (1)	7% (2)	43% (28)	5% (3)	30% (8)	55% (36)	5% (3)	30% (8)	49% (32)	2% (1)	15% (4)
Other Web	9% (6)	3 % (2)	(0)	8% (5)	2% (1)	22% (6)	6% (4)	(0)	7% (2)	23% (15)	2% (1)	33% (9)
Don't Know	7% (5)	(0)	(0)	34% (22)	5% (3)	(0)	15% (10)	(0)	(0)	6% (4)	2% (1)	(0)
Missing	2% (1)	(0)	11% (3)	6% (4)	2% (1)	7% (2)	18% (12)	2% (1)	4% (1)	15% (10)	9% (6)	7% (2)
Total	65	65	27	65	65	27	65	65	27	65	65	27

In this table, the choices across all four questions are combined into pre-, post- and second workshop. At the end of the first workshop, there is an evident shift – away from TPPL resources and “don’t know/missing” before, towards trying Medline Plus, followed by PubMed and A-Z topics. While Medline Plus continued to be the first resource of choice, TPPL rose back up to second place.

Ranking of resource choices pre-, post- and second workshop (“Don’t know” and missing answers combined):

<u>Pre-1st</u>	<u>Post-1st</u>	<u>2nd Workshop</u>
1. TPPL Resources	1. MEDLINEplus	1. Medline Plus
2. Don’t Know	2. Pub Med	2. TPPL
3. Other Web sites	3. A-Z Topics	3. A-Z Topics
4. MEDLINEplus	4. Don’t Know	4. Other Web sites
5. Pub Med	5. TPPL Resources	5. Missing
6. A-Z Topics	6. AHSL Referral	6. Pub Med
7. AHSL Referral	7. Other Web sites	7. AHSL Referral

**Improving Access to Health Information for Consumers of Pima
County, Arizona:**

**The CHILE Project
(Consumer Health Information Links for Everyone)**

**An "Access to Electronic Health Information for
the Public" Subcontract**

**ARIZONA HEALTH SCIENCES LIBRARY
University of Arizona
Tucson, Arizona**

By Jeanette C. McCray
Arizona Health Sciences Library
University of Arizona
P. O. Box 245079
Tucson, AZ 85724-5079
Voice: 520/626-6121; Fax: 520/626-2922
Email: mccray@AHSL.arizona.edu

**Sixth Quarterly Report
May 1, 2001 – July 31, 2001**

Submitted July 31, 2001

Introduction

Highlights of the final quarter of this project included presentations about the CHILE project at the Medical Library Association and American Library Association, adding new topics to the Web site, offering a 2nd workshop to TPPL librarians, wrapping up the evaluation phase of the project, and an interview on local public television about finding reliable health information on the Web.

I. Description of Progress toward the Project's Major Objectives

A. Administrative/Planning Activities

A steering committee meeting was held during July to assess the project and determine the next steps. Unfortunately several committee members were on vacation, so another meeting will be held in August or September not only to plan but also to celebrate our successes. Gary Freiburger, new AHSL director, was introduced to the group. He and Agnes Griffin, Director of TPPL, and Jeanette McCray, Deputy Director of AHSL, and co-PI of CHILE, met late in July and discussed our mutual desire for continued support for the project, despite the lack of continued grant funding.

B. Publicity/Marketing Activities

KUAT (local public television) interviewed Jerry Perry on Arizona Illustrated on April 23, 2001, about accessing health information on the Internet. To view the interview:

Go to web address <http://www.svl.arizona.edu>

Search for "Arizona Illustrated" Date 4/23/2001

Click on the "Arizona Illustrated" icon

At search results screen, click on the 'Health and Medicine' thumbnail (right-hand column).

An article appeared in the Tucson Citizen (afternoon newspaper) describing the launching of the Chile Web site (see appendix).

C. Product/Resource Development Activities

Several new topic areas have been added to the **CHILE** Web site (<http://www.chilehealth.org>) including Back Pain, Chronic Fatigue Syndrome, Diabetes (Espanol), Fibromyalgia, Flu and Pneumonia, Hantavirus, Sinusitis, Sleeping Disorders, and Tuberculosis

Presentation of the 2nd series of workshops has begun. Topics covered include review of the 1st workshop, the medical model, medical terminology, evaluating Web sites, medications, document delivery and new resources (NLM gateway, CHILE Web page, SOAHR).

The collection development group has developed a joint statement describing responsibilities for both TPPL and AHSL (see appendix). The group plans to continue meeting twice a year.

D. Site Visits/Training/Demonstration Sessions/Presentations (Include description of the sites and target population)

AHSL librarians presented the 2nd CHILE workshop to TPPL public librarians three times thus far: June 18, 20, and 29. All sessions were held at AHSL. Topics covered are noted in C above. Another is planned for August 1 and additional ones will be scheduled in the near future. These latter ones will be held at the branch libraries of the public library in hopes of increasing the attendance.

Presentations at professional conferences during this quarter:

- Libraries for the Future Arizona, Phoenix, May 7-8, 2001
- Border Health. Information for Action. 3rd Conference. Organized by the University of Arizona Rural Health Office, May 3-4, 2001. Universidad Technologica de Nogales, Nogales, Sonora, Mexico – poster
- Medical Library Association, May 2001, Orlando – paper, poster
- American Library Association, July 2001, San Francisco – poster

E. Exhibits

No activity.

II. Loansome Doc/Document Delivery Activities

Logistics of document delivery have been worked out and procedures will be included in the 2nd set of workshops presented to TPPL librarians. One interlibrary loan book has been supplied.

III. Evaluation Activities

Evaluation results were analyzed and written up for the final report. Our inability to schedule a complete series of the 2nd workshop reaching most

public librarians before the end of the grant period impeded our plans for the evaluation.

IV. Problems/Corrective Actions. Lessons Learned/ Significant Feedback

Summertime is a very difficult time of year for scheduling workshops, so we'll be continuing them into the fall despite the lack of fund support. TPPL will find it difficult to provide release time for librarians to attend; by presenting the workshops at branch libraries, we hope to encourage better attendance.

TPPL is planning to provide additional designated staff for their consumer health outreach. This should allow their personnel to devote more time to participation in various stages of the ongoing project.

V. Projected Activities for Next Quarter

Despite the end of funding as of July 31, we expect to continue the project in a variety of ways:

- Continued development of the Web site, by improving the searchability through the use of meta data, adding to the topical areas covered, adding Spanish and Native American language resources
- The second series of workshops for TPPL librarians will be carried out over the next few months
- Free (to the end user) document delivery will continue
- Planning meetings will be conducted to chart the continued course of CHILE and explore other ways of improving our community's access to consumer health information
- We have begun to explore other funding opportunities in our state to continue CHILE and expand its reach into other areas of Arizona

We have encouraged KUAT (public television) to do an additional interview, this time focused on CHILE and they appear interested in doing so.

Future presentations at professional meetings (confirmed as of July 31):

- National AHEC Conference, September 2001, Little Rock AR – paper, poster
- Arizona State Library Association/Mountain Plains Library Association Conference, November 2001, Phoenix – ½ day workshop (combining content from CHILE 1st and 2nd workshops)

VI. Reporting Forms for Training/Demonstration Sessions and/or Exhibit Report

Outreach Reporting Forms for the 3 workshops held this quarter follow.

OUTREACH REPORTING FORM FEBRUARY 2000
(Reporting forms should be included with Quarterly Reports)

1. DATE OF ACTIVITY: <u>June 18, 2001</u>			
2. TYPE OF ACTIVITY: <input type="checkbox"/> NLM SYSTEM SESSION <input type="checkbox"/> TECHNOLOGY AWARENESS <input type="checkbox"/> OTHER (PLEASE SPECIFY): <input checked="" type="checkbox"/> OTHER INTERNET SESSION <input type="checkbox"/> TRAIN THE TRAINER			
3. ASSOCIATION/INSTITUTION SPONSORING ACTIVITY: <u>AZ Hlth Sci LIB</u>			
4. ASSOCIATION/INSTITUTION CONDUCTING ACTIVITY: <u>AZ Hlth Sci LIB</u>			
5. OTHER COLLABORATING (OR COOPERATING) INSTITUTION: <u>TUCSON AMA PUBLIC LIBRARY</u>			
6. LOCATION WHERE ACTIVITY OCCURRED: <u>AHSL</u>			
A. CITY <u>TUCSON</u>		B. STATE <u>AZ</u>	C. ZIP CODE <u>85724</u>
D. COUNTY <u>PIMA</u>		E. CONGRESSIONAL DISTRICT <u>5</u>	
7. LENGTH OF ACTIVITY (HOURS): <u>1.5</u>		8. HANDS ON PRACTICE <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
9. CEU <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO CME <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/> NOT APPLICABLE		10. SIGNIFICANT NUMBER OF MINORITIES PRESENT (>50%) <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
11. NUMBER OF PERSONS WHO ATTENDED:			
CATEGORY	AFFILIATED	UNAFFILIATED ¹	UNKNOWN
PHYSICIANS			
NURSES			
DENTISTS			
ADMINISTRATORS (Hospital)			
PHARMACISTS			
ALLIED HEALTH PROFESSIONALS			
LIBRARIANS		<u>8</u>	
CONSUMERS	DO NOT FILL IN	DO NOT FILL IN	
OTHERS (PLEASE SPECIFY)			
UNIDENTIFIED HEALTH PROFESSIONALS			
TOTAL		<u>8</u>	

¹Unaffiliated is defined as lacking attending privileges at a hospital which has a medical library or not on the faculty (full-time, part-time adjunct or clinical) of a professional school.

12. NAME AND TELEPHONE NUMBER OF PERSON SUBMITTING FORM: Mari Stoddard
520.626.2925

OUTREACH REPORTING FORM FEBRUARY 2000

(Reporting forms should be included with Quarterly Reports)

1. DATE OF ACTIVITY: June 20, 2001			
2. TYPE OF ACTIVITY: <input checked="" type="checkbox"/> FILM SYSTEM SESSION <input checked="" type="checkbox"/> OTHER INTERNET SESSION		<input type="checkbox"/> TECHNOLOGY AWARENESS <input type="checkbox"/> TRAIN THE TRAINER <input type="checkbox"/> OTHER (PLEASE SPECIFY):	
3. ASSOCIATION/INSTITUTION SPONSORING ACTIVITY: Arizona Health Sciences Library, University of Arizona			
4. ASSOCIATION/INSTITUTION CONDUCTING ACTIVITY: Arizona Health Sciences Library			
5. OTHER COLLABORATING (OR COOPERATING) INSTITUTION: Tucson-Pima Public Library, Tucson			
6. LOCATION WHERE ACTIVITY OCCURRED: <u>AHSL</u>			
A. CITY Tucson		B. STATE AZ	C. ZIP CODE 85724-5079
D. COUNTY Pima		E. CONGRESSIONAL DISTRICT 5	
7. LENGTH OF ACTIVITY (HOURS): 2 hours		8. HANDS ON PRACTICE <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
9. CEU <input type="checkbox"/> YES CME <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/> NO <input type="checkbox"/> NOT APPLICABLE		10. SIGNIFICANT NUMBER OF MINORITIES PRESENT (>50%) <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
11. NUMBER OF PERSONS WHO ATTENDED: 9			
CATEGORY	AFFILIATED	UNAFFILIATED ¹	UNKNOWN
PHYSICIANS			
NURSES			
DENTISTS			
ADMINISTRATORS (Hospital)			
PHARMACISTS			
ALLIED HEALTH PROFESSIONALS			
LIBRARIANS		9	
CONSUMERS	DO NOT FILL IN	DO NOT FILL IN	
OTHERS (PLEASE SPECIFY)			
UNIDENTIFIED HEALTH PROFESSIONALS			
TOTAL		9	

¹Unaffiliated is defined as lacking attending privileges at a hospital which has a medical library or not on the faculty (full-time, part-time adjunct or clinical) of a professional school.

12. NAME AND TELEPHONE NUMBER OF PERSON SUBMITTING FORM: Catherine L. Wolfson 520-626-2927

OUTREACH REPORTING FORM FEBRUARY 2000
(Reporting forms should be included with Quarterly Reports)

1. DATE OF ACTIVITY:

June 29, 2001

2. TYPE OF ACTIVITY:

☐ NLM SYSTEM

SESSION

☒ OTHER INTERNET

SESSION

☐ TECHNOLOGY

AWARENESS

☐ TRAIN THE TRAINER

☐ OTHER (PLEASE SPECIFY):

3. ASSOCIATION/INSTITUTION SPONSORING

ACTIVITY:

Univ. of Arizona Health Sciences Library

4. ASSOCIATION/INSTITUTION CONDUCTING

ACTIVITY:

Univ. of Arizona Health Sciences Library

5. OTHER COLLABORATING (OR COOPERATING)

INSTITUTION:

Tucson-Pima Public Library

6. LOCATION WHERE ACTIVITY OCCURRED:

Univ. of Arizona Health Sciences Lib - large room

A. CITY

Tucson

B. STATE

AZ

C. ZIP CODE

85724

D. COUNTY

Pima

E. CONGRESSIONAL DISTRICT

5

7. LENGTH OF ACTIVITY (HOURS):

2 hours

8. HANDS ON PRACTICE

☒ YES

☐ NO

9. CEU ☐ YES
CME ☐ YES

☒ NO

☒ NO

☐ NOT APPLICABLE

10. SIGNIFICANT NUMBER OF MINORITIES PRESENT (>50%)

☐ YES

☒ NO

11. NUMBER OF PERSONS WHO ATTENDED:

CATEGORY	AFFILIATED	UNAFFILIATED ¹	UNKNOWN
PHYSICIANS			
NURSES			
DENTISTS			
ADMINISTRATORS (Hospital)			
PHARMACISTS			
ALLIED HEALTH PROFESSIONALS			
LIBRARIANS		11	
CONSUMERS	DO NOT FILL IN	DO NOT FILL IN	
OTHERS (PLEASE SPECIFY)			
UNIDENTIFIED HEALTH PROFESSIONALS			
TOTAL			

¹Unaffiliated is defined as lacking attending privileges at a hospital which has a medical library or not on the faculty (full-time, part-time adjunct or clinical) of a professional school.

12. NAME AND TELEPHONE NUMBER OF PERSON SUBMITTING FORM:

Mary L. Riordan 520/626-3510

Appendix

Copies of: communications, materials produced, press releases, advertisements, articles for newsletters, etc.

Attached:

Draft (6/27/2001) Consumer Health Collection Development Policy
"One-stop website focuses on health." Tucson Citizen (afternoon newspaper). June 4, 2001

Consumer Health Collection Development Policy

AHSL/TPPL CHILE Project DRAFT 6/27/2001

BACKGROUND

The collection development section of the CHILE project is charged with identifying collaborative collection development strategies for consumer health information to be offered at the AHSL and at the TPPL with the goal of providing the widest possible range of consumer health resources for the communities served by these libraries. Participants in this planning group include:

- Joan Bigger, Michelle Graye, Karen Greaber, and Jane Matter from TPPL
- Hannah Fisher, Mary Holcomb, Jeanette McCray, and Jerry Perry from AHSL

COLLECTION DEVELOPMENT STRATEGY

The AHSL/TPPL relationship developed via the CHILE project establishes the TPPL as the front-line, or starting point, for health-related questions from the community at large. The AHSL will collect consumer health resources primarily to support outreach to patients and families at UMC. The inevitable duplication of some basic resources is viewed as necessary to each library's ability to serve its clientele most effectively.

In accord with this general strategy, the AHSL collection will include print materials such as books and pamphlets as well as non-print materials such as videos and computer-based information. The AHSL consumer resources will be primarily clinically-focused and will represent an appropriate range of levels of literacy, offering both basic general information intended for the lay audience and guides to the technical and professional literature in selected areas.

The primary focus of the TPPL collection will be on generalist reference titles, a limited selection of standard reference tools, and consumer health titles written at the widest possible range of literacy levels. This collection will include titles with broad audience appeal such as popular diet and wellness books.

The CHILE website will serve both as a convenient primary source of consumer health information and as a tool for directing the lay client to the collection of most potential interest and/or benefit.

FUTURE PLANS

After the formal conclusion of the CHILE project, ongoing cooperation in consumer-health collection development is anticipated. Semi-annual meetings for continued planning and discussion will be scheduled. The possibility of collaborative (consortial) purchases for major expenditures such as electronic resources will be explored and implemented as appropriate. In addition, there is interest in exploring the feasibility of a "librarian exchange" program between the libraries.

One-stop website focuses on health

Huge demand spurs
libraries here to create a
page with journal links.

By ANNE T. DENOGEAN
Citizen Staff Writer

Two local library systems have collaborated on a new website to meet the enormous consumer demand for health information.

"At least 1 in every 10, if not 1 in every 5 questions (handled by Tucson librarians), is related to health," said Karen Greaber, a librarian with the Tucson-Pima Public Library.

The Tucson-Pima Public Library and the Arizona Health Sciences Library at the University of Arizona recently launched the Consumer Health Information Links for Everyone to provide free, accurate and up-to-date medical information. The address is www.chile-health.org.

CHILE is intended as a "one-stop shopping" site on the Web for those who like to do their own research. It includes links to what local librarians consider to be the most informative and user-friendly consumer health information sites.

From the site, people will be able to link to recent medical journal articles and to order hard-to-find articles at no cost.

There also are links to sites that provide information about local physicians, insurers, HMOs and hospitals.

Greaber said the National Library of Medicine, as part of a consumer health initiative, provided \$40,000 to train staff members so they are better prepared to help patrons with medical questions, added medical reference books to local collections and set up the Web page.

The training means librarians are better able today to help patrons find health and medical resources in books, journals, databases and from local organizations.

People also can ask question by e-mail, using the "ask a librarian link" on the CHILE site. They can expect an answer within a couple days. Greaber said the site will be updated regularly.

"We'll certainly be revising it. If the plague is a hot issue tomorrow, we'll throw up a link on the plague," she said.

A recent study published in the Journal of the American Medical Association estimated that 100 million Americans go online for health information each year.

Researchers said the medical information they examined from more than a dozen popular Internet sites was generally accurate but often incomplete and sometimes conflicting.

The researchers recommend consumers look at several sites and discuss the information with their doctors.

**“Access to Electronic Health Information for the Public:
UC San Diego, The Preuss School”**

OUTREACH DATABASE RECORD

SEC SOURCE ID [to be completed by NLM]

ID NUM [to be completed by NLM]

NLM PROG [to be completed by NLM]

NLM CONTACT [to be completed by NLM]

ACTIVITY TYPE: RML Subcontract

FUNDING TOTAL: \$39,927.00

STARTDATE: 00/02/01

ENDDATE: 01/07/31

INST NAME: UC San Diego, The Preuss School

ADDRESS: 9500 Gilman Drive

CITY: La Jolla

STATE: CA

ZIP CODE: 92093

REGION: 7

CONGRESS DIST 49th

COUNTY San Diego County

INST CONTACT: Craig Haynes
(619) 543-6520

COLLABORATOR(S) The Preuss School
Voight & Campus Drive
La Jolla, CA 92093
San Diego County

49th Congressional District
Marsha Korobkin, School Library Media Teacher

INST TYPES Academic Health Sciences Center
Public School

TITLE: Access to Electronic Health Information for the Public

RML GENERAL OUTREACH ACTIVITIES

PURPOSE Improve health information access for middle school students.

OBJECTIVES

- To promote awareness of accurate, relevant health information resources appropriate for middle school students and instructors.
- To teach health information-seeking skills along with critical evaluation techniques to middle school students.
- To create a one-stop multimedia rich, health information web site, appropriate for middle school students and instructors.
- To integrate health information-seeking skills and resources into the instructional curriculum.
- To integrate health information resources into the training of instructors.
- To raise awareness of consumer health information resources among Preuss School parents.

SETTING

The Preuss School is a charter school for low-income, educationally underserved middle (and eventually high school) students; the mission of the school is to prepare these students for admission to and graduation from a university. The school is on the campus of the University of California, San Diego. Training was conducted in the computer room (with over 30 Windows-based computer workstations) adjacent to the library.

FOCUS Minority Population
African American 30%
Hispanic American 55%
Low-Income

DESIGN

- Training for Preuss School instructors and students

- Creation of a web site appropriate for pre-teen and teenage students, and for instructors
- Curriculum development

PARTICIPANTS

- Preuss School students- over 250
- Preuss School faculty
- Preuss School nurse
- Preuss School parents

INTERVENTIONS

- Identifying sites and scheduling sessions: The site was predetermined by reason of the need for computers. Scheduling sessions was not too difficult for the students because training was integrated into the Advisory Section, a regularly scheduled event for all students in the school.
- Promotion/Marketing: The web site was a great promotional tool for the project. However, the web site was also the centerpiece for training. This dual purpose was a plus. The unique and engaging design as well as the pared-down access to quality resources mitigated the need for extensive additional promotion and marketing. However, the web site provided the inspiration for the brochure and bookmark, the 'take away' promotion the coordinators felt was the absolute minimum.
- Training. In addition to manuals/handbooks (training outlines), the trainers conducted live, PowerPoint training sessions for both faculty and students. During the training, interactivity was encouraged through the use of treasure hunts and varying teaching methods, e.g., lecture, video, PowerPoint slides, self-directed discovery.
- Personnel/Staffing: The project coordinators conducted the training, administrated the grant, procured equipment, and consulted with the programmer. The programmer designed the web sites. The bookmark and brochure were outsourced to a local design company.
- Web Site Development: The web site is the centerpiece of the project. Particularly, the student web site. The web site formed the hub for training for both students and faculty and the web site formed the hub for the student projects. The project coordinators met regularly with the programmer to brainstorm and articulate the goal of the project. The programmer, being rather talented, was able to translate the conceptual into the reality.

OUTCOME MEASURE

- Pre-tests and post-tests were administered at the beginning and ending of the training sessions with the students to determine (evaluate) the effectiveness of the training. (Results of these tests are in the quarterly reports). The post-tests indicated a general improvement in the knowledge base of the students.
- The web site was monitored using WebTrends. As previously indicated, the web site was the cornerstone for the training of both students and faculty. In addition, students were required to use the web site for their competition projects. Given the size of the student population, the number of visits, hits, and sessions remained high. (Results of these reports are in the quarterly reports).
- Student projects. The quality and quantity of student projects submitted in competition is clearly and indicator of the excitement, rigor and interest generated by this project. While some faculty made the competition mandatory, others did not. That the faculty felt strongly enough about the project to make it mandatory is a message in and of itself. That over 250 students participated is also an indication that the interest was genuine.

RESULTS

All of the objectives as outlined in the proposal were achieved:

- Promoted awareness of accurate, relevant health information to middle school students, faculty and parents.
- Taught health information seeking skills and critical evaluation techniques to middle school students and instructors.
- Created a multimedia-rich, health information website that provides a one-stop shop for faculty, students, school nurse and parents.
- Integrated health information seeking skills and resources into the instructional curriculum via the Advisory section. By means of a 2-hour in-service training session, faculty increased their awareness, knowledge and skills in seeking health information on the Internet also.

CONCLUSIONS

When outreach is made to secondary school students, the materials **MUST** be integrated into the curriculum and mandatory use must be made of them. Introducing materials to all teachers at a school at one time, although time efficient, does not yield student use unless it can be immediately integrated into the curriculum. The school librarian is the person who must accept the challenge and work with teachers on curriculum integration.

The strategy most effective in implementing the part of the project that introduced health information to students was initial curriculum planning and ongoing instruction of students in small doses.

TRAINING SITES The Preuss School Computer Lab

FOLLOWUP The Preuss School UCSD plans to institutionalize the health research project in both the sixth and the ninth grades. In addition to teaching about health information, these resources are useful for teaching a variety of information literacy skills, including, of course, evaluating web sites for accurate information. After the 2-year maintenance period is over, the web site files will be transferred to the Preuss School server. Training for parents will also be conducted.

ENTRY MONTH [to be completed by NLM]

LAST REV DATE [to be completed by NLM]

GENERAL NOTES

Q-PROMOTION/MARKETING

The web site was a great promotional tool, along with a brochure and bookmark developed for the project. News stories about the project were run at the beginning and end of the project.

Q-TRAINING ISSUES

Teachers would have benefited from learning in small groups rather than as one large group. Parents would have benefited from a longer, hands-on introduction of the materials.

Q-EQUIPMENT/TELECOMMUNICATIONS

No significant issues.

Q-PERSONNEL/STAFFING

More trainers would have been helpful.

Q-BARRIERS

None identified.

Q-RECOMMENDATIONS

Develop contacts with the target population before you start, and choose materials to introduce to the target audience very carefully to match the needs of the target population. Keep links and browser access to electronic materials updated. Produce materials that are professional and attractive.

Q-IMPACT

Students used outreach project materials in creating their projects, and this increased their use of the library. The presentation to parents increased their interest in using materials highlighted for their personal use, and in future training opportunities. The health research project assigned to the students will be incorporated into the sixth and ninth-grade curriculum, to increase awareness of health information resources and of information literacy skills in general. The web site files will be transferred to the Preuss School server after a two-year maintenance period. Parent training will be conducted.

Final Report
Access to Electronic Health Information for the Public
University of California, San Diego Biomedical Libraries and
The Preuss School UCSD
La Jolla, California

Submitted by:

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Contract Number N01-LM-6-3527

February 2000 - July 2001

August 26, 2001

I. Report of Activity During the Last Quarter of the Project. (see enclosed quarterly report.)

II. Detailed List of Sites Where Training Was Done.

The Preuss School UCSD
Voight & Campus Drive
La Jolla, CA 92093
San Diego County
49th Congressional District

III. Description of Training Sites.

The student and faculty training for this project took place in the computer room adjacent to the library. The room is equipped with over 30 Windows-based computer workstations.

IV. Target Audience

- a. Librarian participation: not applicable.
- b. Ethnic breakdown: Approximately 55% Hispanic-American; 30% African American; 15% European-American.

V. List of Exhibits

- a. (Not applicable)

VI. Web Site Development

- a. Current status: The web site is active.
- b. Plans for future maintenance: The web site will be maintained by the project coordinators for 2 years beyond the project completion.
- c. Impact: The web site was an integral part of the training and subsequently the student projects. Therefore, the impact was significant. The impact goes beyond the students in that the parents were also introduced to health information on the Web and were very interested in having additional training, which the coordinators will pursue.

VII. Partnerships

- a. Current status of partnerships: The partnership that exists between the UCSD Medical Center Library and The Preuss School UCSD was fundamental to the project. The partnership was created specifically for this project. The partnership will continue for some time.

- b. The only major challenge involved took place at the beginning. The fact that the school was not yet in permanent buildings, made it difficult to plan and envision how and where the training would eventually take place. Fortunately, the buildings were completed on time in order for the training and all of the other "facilities-based" pieces to fall right into place.

- c. Lessons learned:

Generally speaking, training, project activities and various other events connected with this project went very well. This is true, because from the beginning the project coordinators solicited and received tremendous administrative support at the school from both the administrators and faculty. This project was truly integrated into the curriculum and activities of the school. This is a lesson and message for others contemplating similar projects to take away. The project coordinators of this project were very fortunate to have the support of both faculty and administrators. Others may not be so fortunate, however it would be advisable for any collaboration of this sort to begin with administrators and faculty. Seeking their support and doing whatever can be done to engender their enthusiasm is critical. The other clear lesson is flexibility. There are always alternatives to completing a certain element of a project. Although it might not be what was originally envisioned, sometimes that is a good thing. So, the lesson is to be open to better ideas. Though the objectives have been articulated in the proposal, be open to the continual creative process of making and completing those objectives in other and possibly better ways.

VIII. Approaches and Interventions Used.

- a. Identifying sites and scheduling sessions: The site was predetermined by reason of the need for computers. Scheduling sessions was not too difficult for the students because training was integrated into the Advisory Section, a regularly scheduled event for all students in the school.
- b. Promotion/Marketing: The web site was a great promotional tool for the project. However, the web site was also the centerpiece for training. This dual purpose was a plus. The unique and engaging design as well as the pared-down access to quality resources mitigated the need for extensive additional promotion and marketing. However, the web site provided the inspiration for the brochure and bookmark, the 'take away' promotion the coordinators felt was the absolute minimum.

- c. Training. In addition to manuals/handbooks (training outlines), the trainers conducted live, PowerPoint training sessions for both faculty and students. During the training, interactivity was encouraged through the use of treasure hunts and varying teaching methods, e.g., lecture, video, PowerPoint slides, self-directed discovery.
- d. Personnel/Staffing: The project coordinators conducted the training, administrated the grant, procured equipment, and consulted with the programmer. The programmer designed the web sites. The bookmark and brochure were outsourced to a local design company.
- e. Web Site Development: The web site is the centerpiece of the project. Particularly, the student web site. The web site formed the hub for training for both students and faculty and the web site formed the hub for the student projects. The project coordinators met regularly with the programmer to brainstorm and articulate the goal of the project. The programmer, being rather talented, was able to translate the conceptual into the reality.

IX. Project Evaluation Results

- a. How was project evaluated? The project was evaluated in three major ways. First of all, pre-tests and posttests were administered at the beginning and ending of the training sessions with the students to determine (evaluate) the effectiveness of the training. (Results of these tests are in the quarterly reports). Generally speaking, the posttests indicated an improvement in the knowledge base of the students.

Secondly, the web site was monitored using WebTrends. As previously indicated, the web site was the cornerstone for the training of both students and faculty. In addition, students were required to use the web site for their competition projects. Given the size of the student population, the number of visits, hits, and sessions remained high. (Results of these reports are in the quarterly reports).

The third evaluative measure is surely the student projects. The quality and quantity of student projects submitted in competition is clearly an indicator of the excitement, rigor and interest generated by this project. While some faculty made the competition mandatory, others did not. That the faculty felt strongly enough about the project to make it mandatory is a message in and of itself. That over 250 students participated is also an indication that the interest was genuine.

- b. All of the objectives as outlined in the proposal were achieved:
 - i. The project as executed, promoted awareness of accurate, relevant health information to middle school students, faculty and parents.
 - ii. The project as executed, taught health information seeking skills and critical evaluation techniques to middle school students and instructors.
 - iii. The project as executed, created a multimedia-rich, health information website that provides a one-stop shop for faculty, students, school nurse and parents.
 - iv. The project as executed, integrated health information seeking skills and resources into the instructional curriculum via the Advisory section. By means of a 2-hour in-service training session, faculty increased their awareness, knowledge and skills in seeking health information on the Internet also.

X. Problems or Barriers Encountered

- a. Promotion: none to report
- b. Training: no significant problems to report
- c. Equipment/Telecom: none to report
- d. Personnel/Staffing: The coordinators would agree that more trainers would have been helpful.
- e. Web Site Development: The initial development was not a problem. The ongoing maintenance will hopefully not be a problem either.

XI. Continuation Plans

The Preuss School UCSD plans to institutionalize the health research project in both the sixth and the ninth grades. In addition to teaching about health information these resources are useful for teaching a variety of information literacy skills, including, of course, evaluating web sites for accurate information. After the 2-year maintenance period is over, the web site files will be transferred to the Preuss School server. Training for parents will also be conducted.

XII. Impact

The projects the students created using the materials developed and purchased with the funding for this project increased their use of the library. The presentation given to parents generated more interest in their learning how to access and use this information for their personal use. A request was made for more instruction on

using these resources for parents. This request will be honored in the 2001-02 school year.

XIII. Recommendations for Improvement

The project coordinators originally wanted to include posters as a piece of the marketing/promotional package, but the bookmarks appeared just as effective in that students could carry them around and actually use them. The project coordinators agree that this was a good project and that all of the materials created and generated are professional and effective.

XIV. Responses to Follow-Up Questions

(If answers to the Follow-Up Questions are contained elsewhere in your report, indicate where they are located.)

XV. FOLLOW-UP QUESTIONS:

1. Were your original project goals and objectives met? If not, why not?

Original project goals and objectives were met.

2. What significant lessons were learned which would be of interest or use to others conducting outreach projects? Which strategies were the most effective in implementing the project?

When outreach is made to secondary school students, the materials MUST be integrated into the curriculum and mandatory use must be made of them. Introducing materials to all teachers at a school at one time, although time efficient, does not yield student use unless it can be immediately integrated into the curriculum. The school librarian is the person who must accept the challenge and work with teachers on curriculum integration.

The strategy most effective in implementing the part of the project that introduced health information to students was initial curriculum planning and ongoing instruction of students in small doses.

3. If you were to start all over again, what, if anything, would you change about your goals, project plans, etc.?

We would introduce the materials to teachers in small groups rather than as a staff. We would also arrange for a longer, hands-on introduction of the materials for parents.

4. What advice or recommendations would you give to anyone considering a similar outreach effort?

This is a worthwhile project. Any idea that can make accurate health information more accessible to the general public is an important endeavor. I would say that the first thing in any outreach project is to develop your contacts with the target population before you start. Choose the materials you want to introduce very carefully to match the needs of the target population. Make sure, if you are using electronic materials, that the links haven't changed AND that the search engines and screens haven't changed. Last, the more professional and attractive the materials are the better.

Quarterly Report
Access to Electronic Health Information for the Public

University of California, San Diego Biomedical Libraries and
The Preuss School UCSD

La Jolla, California

Submitted by:

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Contract Number N01-LM-6-3527

April 30th, 2001 - May 31st, 2001

June 18, 2001

INTRODUCTION

During this reporting period, reviewers will note from the Outreach Reporting Form that 11 student training sessions were conducted (275 students grades 6-9) by the project coordinators. In addition, a project demonstration for the parents at the school was also presented.

I. Description of Progress toward the Project's Major Objectives

- a. Administrative/Planning Activities: In preparation for the student health information competition (see **Appendix A**) projects and the subsequent Awards Ceremony, the project coordinators have been researching and procuring the awards for this event. The competition deadlines were extended to allow for the surge in interest among both students and faculty. Many faculty have made the competition mandatory for students in their Advisory sections. The project coordinators anticipate that the competition will end June 22, 2001 and that winners will be announced and prizes awarded at the school Awards Ceremony on July 29th.
- b. Publicity/Marketing Activities: The final versions of the bookmark and brochure were delivered in March. (see **Appendices B & C**)
- c. Product/Resource development: The Health Information @Preuss website was recently updated to reflect changes in some of the links provided to students, faculty, parents and the school nurse. Links for health careers will added and also competition winners will have their health information projects posted to the student website after they have been announced.
- d. Site Visits/Training/Demonstration Sessions/Presentations: Eleven student training sessions were conducted by the project coordinators during this reporting period (see **Appendix D, Outreach Reporting Form**). Approximately 275 students, grades 6-9 received this training during their Advisory section which is 1 hour and 45 minutes in duration. On Saturday, May 19th, project coordinators presented a demonstration of the project to the parents of the school (see **Appendix E**). The parents were most enthusiastic and invited demonstrators to return for a hands-on session.
- e. Exhibits: (None to report during this period).

II. Loansome Doc/Document Delivery Activities: (None to report during this period) .

III. Evaluation Activities:

In keeping with one of the project coordinators' evaluative objectives, namely, monitoring website activity, WebTrends was deployed to record site visits, hits, and user sessions. (see **Appendix F**). This WebTrends report covers the first quarter of activity. Since the site was officially launched to the community in

January, there have been over 5,000 hits, 428 page views and 109 user sessions.

Appendices H and I should have been included with the previous quarterly report. These appendices document the Preuss Faculty Questionnaire that was administered to the faculty prior to the "training of the trainer" session that took place on January 4, 2001. Of the 18 faculty that completed the questionnaire, 72% indicated that they had not consulted the web for health information in conjunction with their classroom assignments or work. Of this number 50% indicated that they felt health information was not appropriate for their subject area. However, over 90% of the respondents indicated that if a single website were created for them and their students with accurate, fun health information, they would use it.

IV. Problems/Corrective Actions/Lessons Learned, Significant Feedback. (None to report this quarter.)

V. Projected Activities for Next Quarter:

The Student Health Information

@Preuss Competition will cap this project for the year with what we hope will be some very interesting and refreshing projects.

OUTREACH REPORTING FORM (Reporting forms should be included with Quarterly Reports)			
1. DATE OF ACTIVITY: May 19, 2001			
TYPE OF ACTIVITY: <input checked="" type="checkbox"/> NLM System <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other (please specify)			
Awareness <input type="checkbox"/> Other Internet Session <input type="checkbox"/> Train the Trainer			
3. ASSOCIATION/INSTITUTION SPONSORING ACTIVITY: The Preuss School UCSD			
4. ASSOCIATION/INSTITUTION CONDUCTING ACTIVITY: NLM Outreach Projects PI's: Electronic Access to Health Information			
5. OTHER COLLABORATING (OR COOPERATING) INSTITUTION: UCSD Medical Center Library			
6. LOCATION WHERE ACTIVITY OCCURRED: The Preuss School UCSD			
A. CITY La Jolla		B. STATE CA	
D. COUNTY San Diego		C. ZIP CODE 92093	
E. CONGRESSIONAL DISTRICT 49			
7. LENGTH OF ACTIVITY: 2 Hours		8. HANDS ON PRACTICE <input checked="" type="checkbox"/> YES NO	
9. CEU <input type="checkbox"/> YES <input type="checkbox"/> NO CME <input type="checkbox"/> YES <input type="checkbox"/> NO Not Applicable		10. SIGNIFICANT NUMBER OF MINORITIES <input checked="" type="checkbox"/> YES NO PRESENT (>50%)	
11. NUMBER OF PERSONS WHO ATTENDED: 50			
CATEGORY (List by profession or specialty)	AFFILIATED	UNAFFILIATED*	UNKNOWN
Other: Preuss School Parents	50		
UNIDENTIFIED HEALTH PROFESSIONS			
TOTAL	50		

* Unaffiliated is defined as lacking attending privileges at a hospital which has a medical library or not on the faculty (full-time, part-time adjunct or clinical) of a professional school.

12. NAME AND TELEPHONE NUMBER OF PERSON SUBMITTING FORM: **Craig Haynes 619-543-6520**

OUTREACH REPORTING FORM (Reporting forms should be included with Quarterly Reports)			
1. DATE OF ACTIVITY: April 30, 2001 - May 31, 2001			
TYPE OF ACTIVITY: <input checked="" type="checkbox"/> NLM System <input type="checkbox"/> Technology Awareness <input checked="" type="checkbox"/> Other (please specify) <input type="checkbox"/> Other Internet Session <input type="checkbox"/> Train the Trainer			
3. ASSOCIATION/INSTITUTION SPONSORING ACTIVITY: The Preuss School UCSD			
4. ASSOCIATION/INSTITUTION CONDUCTING ACTIVITY: NLM Outreach Projects PI's: Electronic Access to Health Information			
5. OTHER COLLABORATING (OR COOPERATING) INSTITUTION: UCSD Medical Center Library			
6. LOCATION WHERE ACTIVITY OCCURRED: The Preuss School UCSD			
A. CITY La Jolla	B. STATE CA	C. ZIP CODE 92093	
D. COUNTY San Diego	E. CONGRESSIONAL DISTRICT 49		
7. LENGTH OF ACTIVITY: 2 Hours	8. HANDS ON PRACTICE <input checked="" type="checkbox"/> YES NO		
9. CEU <input type="checkbox"/> YES <input type="checkbox"/> NO CME <input type="checkbox"/> YES <input type="checkbox"/> NO Not Applicable	10. SIGNIFICANT NUMBER OF MINORITIES <input checked="" type="checkbox"/> YES NO PRESENT (>50%)		
11. NUMBER OF PERSONS WHO ATTENDED: 275			
CATEGORY (List by profession or specialty)	AFFILIATED	UNAFFILIATED*	UNKNOWN
Other: 6th – 9th Grade Students	275		
UNIDENTIFIED HEALTH PROFESSIONS			
TOTAL	275		

* Unaffiliated is defined as lacking attending privileges at a hospital which has a medical library or not on the faculty (full-time, part-time adjunct or clinical) of a professional school.

12. NAME AND TELEPHONE NUMBER OF PERSON SUBMITTING FORM: **Craig Haynes 619-543-6520**